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ABSTRACT

This handbook was written as a resource for Early Childhood Services (ECS) operators in Alberta (Canada) who are applying for Program Unit Grants (PUG). An introduction explains the principles of ECS in providing a coordinated system of services to meet the developmental and special needs of young children and their families, including children with disabilities. Basic requirements for Program Unit Grants, which provide funding for serving children with disabilities, are then outlined. Eligibility criteria include: approved operator status; handicapping condition of child; age of child; demonstrating a commitment by way of a declaration; functioning level of the child; meeting important timelines; and establishing local policies. Forms that need to be completed to secure funding are discussed and illustrated with examples of completed forms. The handbook emphasizes that in making a PUG application, the applicant attests to seven criteria that compose a declaration of conditions to be met on behalf of the disabled child. These criteria include: parent involvement, screening and assessment, development of program goals, most enabling educational environment, consultative assistance, direct services, and case conferences. Appendixes present a developmental framework for children ages 2-5, definitions of severely handicapping conditions, various administrative forms, and a copy of the relevant sections of the Alberta School Grants Manual. (Contains 15 references.) (JDD)

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•ECS Program Unit Grants

A Handbook for ECS Operators

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ECS Program Unit Grants
1 Understanding the Context for Program Unit Grants
2 Recognizing Basic Requirements for Program Unit Grants
3
4

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TABLE OF CONTENTS

Page

INTRODUCTION 1

I. UNDERSTANDING THE CONTEXT FOR PROGRAM UNIT GRANTS

- Overview 1-1
- Early Childhood Services Principles 1-1
- Child First - Handicap Second 1-2
- Integration 1-2
- Parents as Partners 1-2
- Role of ECS Operators 1-3

II. RECOGNIZING BASIC REQUIREMENTS FOR PROGRAM UNIT GRANTS

- Overview 2-1
- Approved Operator Status 2-1
- Handicapping Conditions of Child 2-1
- Age of Child 2-1
- Demonstrating a Commitment by Way of a Declaration 2-2
- Functioning Level of the Child 2-3
- Meeting Important Timelines 2-3
- Special Circumstances 2-4
- Establishment of Local Policies 2-5

III. COMPLETING THE NECESSARY FORMS FOR PROGRAM UNIT GRANTS

- Overview 3-1
- Case Studies 3-1
- Looking at Examples of Special Needs Profiles 3-3
- Looking at an Example of a Report on Enrolment 3-10
- Looking at an Example of the Transportation Grant Application 3-13
- Looking at an Example of a PUG Budget Form 3-17
- Looking at an Example of a Program Unit Grant Application 3-21
- Summary of Program Unit Grant Procedures 3-25

IV. MAKING A DECLARATION FOR PROGRAM UNIT GRANTS

- Overview 4-1
- Criterion #1 4-1
- Criterion #2 4-1
- Criterion #3 4-2
- Criterion #4 4-2
- Criterion #5 4-2
- Criterion #6 4-3
- Criterion #7 4-3

Page

V. REFERENCES 5-1

VI. APPENDICES

Appendix A - Developmental Framework: Ages 2-5 6-1
Appendix B - Definitions of Severely Handicapping Conditions in ECS 6-7
Appendix C - Checklist for Development of Local Special Needs Policies 6-11
Appendix D - Special Needs Profile: Preliminary Screen 6-15
Appendix E - School Grants Manual: Part 4, Section 8 (Program Unit Grants) and Part 4, Section 11 (Transportation) 6-19

INTRODUCTION

This handbook is written specifically as a resource for Early Childhood Services (ECS) operators to apply for Program Unit Grants (PUG). It also may enhance the understanding of how assistance is provided to severely handicapped children in ECS by teachers and special needs aides, by parents*, and by supporting agency personnel.

The handbook provides information for the completion of Program Unit Grant applications and is divided into the following six sections:

I. Understanding the Context For Program Unit Grants
II. Recognizing Basic Requirements for Program Unit Grants
III. Completing the Necessary Forms for Program Unit Grants
IV. Making a Declaration for Program Unit Grants
V. References
VI. Appendices.

ECS Program Unit Grants: A Handbook for ECS Operators will be updated annually to include the new grant rates and other amendments as required. References in the following apply to the School Grants Manual, 1991/92. Revisions to the manual will follow at a later date.

Please Note: There will be no change in the maximum rates for the **Program Unit Grants** for September 1, 1992 to August 31, 1993. The funding increase will be used to accomodate increases in the number of children served. The **Transportation Grant** will be $2.00/round trip for September 1, 1992 to August 31, 1993. Additional funds are available for those students who cannot be accommodated on regular transportation because of the severity of the disability and require special handicapped transportation services.

* For the purpose of this document, the term *parent(s)* refers to *parent(s)/guardian(s)/caregiver(s)* of the ECS child.

I. UNDERSTANDING THE CONTEXT FOR PROGRAM UNIT GRANTS

OVERVIEW

Before planning programs for young children with severe handicaps, it is important to recognize the context in which ECS operators work in Alberta. According to the document, **ECS Philosophy, Goals and Program Dimensions (1984)**, "children with handicaps . . . should receive priority" in Alberta and their programs should meet the basic ECS philosophy and programming expectations consistent with those intended for non-handicapped children. In part, such considerations include:

- Early Childhood Services principles
- child first - handicap second
- integration
- parents as partners
- role of ECS operators.

EARLY CHILDHOOD SERVICES PRINCIPLES

Early Childhood Services programs in Alberta are concerned with the provision of a coordinated system of services to meet the developmental and special needs of young children and their families. The following principles, outlined in **ECS Philosophy, Goals and Program Dimensions (1984)**, are considered essential in the development of such programs:

1. Human development is a continuous, sequential, interactive process.
2. Early childhood is a particularly significant period in human development.
3. The self-concept is important in human development.
4. Children learn through interaction with their environment.
5. Play is essential to the child's development.
6. Parents are primary agents in the child's development.
7. There is need for coordinated, responsive services.

Q. A parent has come to my school with a three-year-old child who has cerebral palsy and would like to have her integrated into our kindergarten class. However, the superintendent of our district has told me that it is the school board's policy not to accept children who are younger than 4 1/2 as of September 1st. Where can this parent go from here?

A. If a school board is an approved operator of an ECS program, the board should be prepared to accept and organize programming for all eligible children for whom programming is requested, including those children with special needs. (See **Program Policy Manual - 1991**). Thus it is the board's responsibility to oversee a program for a child with special needs who is three years of age, even though that child may be enrolled in a local playschool program because it may be more appropriate than a kindergarten class.

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CHILD FIRST - HANDICAP SECOND

Studies of young children indicate very clearly that the early years are critical for learning and personal growth. During this time, a child develops a self-concept and acquires a disposition toward lifelong learning. Each child is viewed as a unique person with an individual pattern and timing of growth and development. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate experiences. Reference to the Developmental Characteristics for 4-7 year olds in the **Guide to Education: ECS/ Elementary School Handbook**, may be helpful in this endeavour. See also Appendix A for a developmental framework for 2-5 year olds.

No less attention is necessary in designing appropriate programs for young children with severe handicapping conditions. When such children are given the opportunity to interact with other children in an Early Childhood Services setting, they will learn more about themselves and how to cope with the give and take of everyday life. By participating in regular preschool experiences with teachers who are skilled in adapting their teaching strategies to meet identified needs, children with severe handicaps will have a chance to achieve their full potential.

INTEGRATION

Alberta Education encourages the integration of children with special needs into the regular ECS classroom. Not only does this give children with special needs regular preschool experiences, but also allows non-handicapped children to see their handicapped friends as children who are in many ways like themselves. Of course, integration does not simply imply enrolling children with special needs into a program. Definite steps must be planned to ensure that active and full participation occurs in as many classroom activities as possible.

Children with special needs display a broad range of needs, behaviors, and abilities. Some thrive in a program with their non-handicapped peers. Others need time in a regular classroom environment for only part of the day or may need to attend special therapy sessions, or perhaps be served in their own homes. For this reason, Alberta Education encourages the principle of **most-enabling educational environment**. This means that the preschool experiences of the youngster with special needs should be as close as possible to those of non-handicapped children, while still fulfilling the special requirements created by their handicaps.

Q. Can a school board concerned by the rising number of children with severe handicapping conditions enrolled in their ECS program, decide to accept these children no longer?

A. Once a school board has become an approved ECS operator, the board must be prepared to accept and organize programming for all those eligible children for whom programming is requested, including those children with special needs. In some circumstances, the board may direct a child to an appropriate alternative setting. It is reasonable, in order to maintain the philosophy of integration, to limit the overall number of handicapped children in any given grouping, provided that a stated policy does not discriminate (see Section 28, **School Act**, 1990).

PARENTS AS PARTNERS

One of the unique features of ECS programs in Alberta is the involvement of parents in the education of their children. Parents are acknowledged to be the child's first teachers and their involvement forms the cornerstone of a successful ECS operation. This partnership is perhaps even more important in the education of a child who has special needs.

Parents should participate in decisions involving formal assessment and diagnosis of their child, and in the selection and arrangements for any special services that are needed. They should be part of any decisions that are made as a result of a review of their child's progress and in the development of an individualized program plan (IPP) for their child.

Q. Can parents send their special needs children to an ECS operator of their choice?

A. Attendance in an ECS program is not mandatory in Alberta. Funds are provided on a per child served basis and, therefore, attendance boundaries are not applicable. However, many ECS operators may reserve the right to service their own local community or catchment area first. Then, where space permits, they may enrol children from other locations.

Funding for school-aged children is provided on a resident student basis. **Therefore, parents should consider carefully the long-term implication of placing their child outside their child's first-grade attendance boundaries.**

ROLE OF ECS OPERATORS

Early Childhood Services operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Alberta Education supports ECS operators in this regard with funding extra to the Basic Instructional Grant to supplement the costs of providing educational services for children with severe handicapping conditions. This grant is called the Program Unit Grant (PUG).

It is important that the approved ECS teacher assume a leadership role in all stages of programming for children eligible for Program Unit Grants, independent of the degree to which those children are integrated in regular ECS programs. Such leadership ensures that the handicapped child's program has consistency with expectations for all children, as outlined in the **ECS Philosophy, Goals and Program Dimensions (1984)**. The ECS teacher can assist in the provision of equitable experiences for the child with special needs such that disruption in continuity of school programming is minimized and that a sense of belonging to the group is maximized, consistent with Alberta Education's policy on **Education Program Continuity, ECS to Grade 6 (1988)**.

It is expected that ECS operators will develop policies for their special needs component at the local level, consistent with those of Alberta Education. Such policies will include the monitoring and evaluation of their PUG programs.

II. RECOGNIZING BASIC REQUIREMENTS FOR PROGRAM UNIT GRANTS

OVERVIEW

Eligibility to receive funds for a severely handicapped child is determined in a number of ways:

- approved operator status
- handicapping conditions of child
- age of child
- demonstrating a commitment by way of a declaration
- functioning level of the child
- meeting important timelines
- special circumstances
- establishment of local policies.

APPROVED OPERATOR STATUS

Only approved ECS operators, meeting all terms and conditions for that status, are eligible to receive funds on behalf of children with special needs. Approved ECS operators may choose to contract required services from other agencies, other ECS program operators, or individuals.

The normal requirements for operating an ECS program, in part, are:

- meeting health and safety requirements for an approved facility;
- maintaining appropriate legal status (if an ECS private operator);
- following policies, regulations, and procedures as outlined by Alberta Education; and
- providing a program that supports the stated provincial philosophy with regard to children, parents, and community.

HANDICAPPING CONDITIONS OF CHILD

For a list of criteria for determining eligibility for severely handicapped children, by handicapping or disabling conditions, refer to Appendix B in this handbook. See also **Functioning Level of the Child** (p. 2-3).

AGE OF CHILD

Determining the child's eligibility for service by age is complex. Normally, children in Alberta are eligible for one year in an ECS program. **For non-handicapped children**, a parent may choose to delay enrolment by one year or may, if the child is identified as "developmentally immature," register their child for a second year of ECS. **For children with mild or moderate disabilities**, a parent may enrol their child a year early and allow for two years of service. **For children with severe handicapping conditions** (or for hearing impaired children), the parent may access services two years earlier for a maximum of three consecutive years in the program. The ages of eligibility are reflected in Table 1 on p. 2-2.

Table 1

Ages for Eligibility in ECS Programs Depending Upon Status of Child

Funding status of child	For funding in an ECS program, the minimum age of the child on September 1 of program year must be the greater of
Severely Handicapped Child Hearing Impaired Child	2 years, 6 months or 3 years less than minimum school age*
Mildly or Moderately Handicapped Child	3 years, 6 months or 2 years less than minimum school age*
Regular Program Child	4 years, 6 months or 1 year less than minimum school age*
Developmentally Immature Child	5 years, 6 months or Minimum school age*

* The younger of the school entrance age as set

i) by the **board** of the district, division or county in which the parents or guardians of the child reside, or
ii) in the **School Act**, which is 6 years of age as of September 1.

Note the following important considerations:

- A child can only be counted by one operator in one program.
- A Treaty Indian for whom the operator receives payment from the Government of Canada is **not** eligible.
- Compulsory education is not mandated in the **School Act (1990)** until six years of age as of September 1. Even though a child younger than six is **eligible** to attend school by virtue of the school entrance age policy in the district in which his/her parents reside, he/she is not mandated to attend.
- A handicapped child eligible for school may be counted as an ECS child for grant purposes under the following conditions:
  - the child is under six years of age as of September 1, and
  - the child has not received three, two or one year(s) according to Table 1 on this page.

Q. A child who is hearing impaired has registered in our ECS program. His birth date is October 30th, when he will be 6 years old. Is he eligible for a Program Unit Grant?

A. Yes. As long as a child has not been served by a Program Unit Grant for 3 years, and is not 6 years of age on September 1st, a grant may be accessed depending on eligibility factors.

DEMONSTRATING A COMMITMENT BY WAY OF A DECLARATION

To be eligible for funding, ECS operators must be able to sign a declaration on the application form which demonstrates their commitment to certain processes and philosophical provisions. Refer to Section IV on page 4-1 for **Making a Declaration for Program Unit Grants.**

FUNCTIONING LEVEL OF THE CHILD

The ECS operator is required to make decisions regarding the severity of the handicapping conditions based upon information in documentation received from service agencies. However, it is the **functioning level** of the child, and the **extent** to which the child can function in the ECS program, that is more important in determining the budget. A variety of options may be explored before certain decisions are made. The following "checklist" of questions may prove useful in such determination:

_____ 1. Is specialized or adaptive equipment necessary for the child?

_____ 2. Are special instructional materials required?

_____ 3. Must therapeutic support be purchased? In many cases, such services are provided free-of-charge (e.g., Health Units).

_____ 4. Does the teacher or other ECS staff require special training?

_____ 5. Do the parents require training to assist them to work with their child?

_____ 6. Is special transportation necessary?

_____ 7. Are the child's needs such that direct one-on-one activities will be necessary?

_____ 8. Others _____

MEETING IMPORTANT TIMELINES

Deadlines for ECS operators to complete appropriate documents related to accessing a Program Unit Grant are as follows:

Form	Submit To	Deadline
- Special Needs Profile	Regional Office of Education	As early as possible. Could accompany submission of Notice of Intent by **July 31.**
- Report on Enrolment	Grants Administration (Alberta Education)	Enrolment count as of **September 30** to include PUG children. Submission by **October 22.**
- Transportation Grant Application	Grants Administration (Alberta Education)	Estimated needs according to **September 30** count. Submission by **October 22.**
- Program Unit Grant Application	Grants Administration (Alberta Education)	For full-year funding, submission by **October 22.** Working copy of PUG budget must accompany request.
- Budget Report Form (BRF)	School Business Administration Services (Alberta Education)	PUG budget must be included on BRF schedule, submission by **November 30.**
- Adjusted Report on Enrolment	Regional Office of Education	Occasionally a child listed with mild/moderate handicaps on **September 30** count needs to be redesignated to PUG status. For full-year funding, submission by **November 30.**

SPECIAL CIRCUMSTANCES

Guidelines for Hours of Operation for Program Unit Grants

- To be eligible for a minimum Program Unit Grant, an operator must provide either a minimum of 40 hours of program activities for a child in a program unit or at least eight in-home visits to each child during the program period, or the equivalent in a combination of hours and visits.

  This less intensive option is usually applied when:

  - a child is very young and is not yet ready for intensive programming;
  - a child's parent is not yet prepared to accept full-scale intervention;
  - the child enters the program late in the program year; or
  - an in-depth assessment is worked up in anticipation of a full-fledged grant application in the ensuing year.

- To be eligible for a maximum Program Unit Grant, an operator must provide 800 hours of program activities or 36 in-home visits for a child in a program unit or the equivalent in a combination of hours and in-home visits.

- Notwithstanding the above considerations for program hours or in-home visits, the Program Unit Grant is funded on the basis of **reasonable*** cost to the ECS operator, and on the relationship between hours and/or visits to the grant ceiling. The grant rates are prorated to the number of hours of program activities and to the number of in-home visits, to ascertain the reasonableness of program costs to the amount and type of services provided.

1. Additional children with special needs may be added to an operation or to a program unit at any time.

2. The grant ceiling will be prorated after the **November 30** deadline.

3. Additions to PUGs and/or program alterations must be submitted prior to **June 1** of the program year.

4. If a child with special needs leaves a program, the operator must inform the Regional Office of Education immediately.

> **Q. In our centre, one child would greatly benefit from some sort of programming during the summer months. Can I access any funding to provide such a program?**
>
> A. A child may need a "break" from a specialized program during the summer. The reasons for an extended program should be tied to a child's need for continuity in programming, and as long as a qualified teacher **supervises** the program, funding is available during the summer if the grant is accessed prior to **June 1**.

Clustering Children

When possible ECS operators are encouraged to cluster or group children with similar special needs into a program unit, hence the term for the Program Unit Grant (PUG). On some occasions, the children may be **physically grouped** into a cluster of three, for example, for certain program activities because their handicapping conditions are similar (e.g., all are hearing impaired). Other times, the **functioning level** of the children is similar and requires similar attention, although the handicapping conditions may vary (e.g., one child may be visually impaired, one child may have a hearing impairment, and the third may have a behavior disorder.) In some circumstances, clustering may not occur at all in a physical sense, but operators may group children for **administrative purposes** and for grant claim purposes. Children may be served as if in a cluster even though physically separate (e.g., an aide may work with different children on different days in different settings).

* Use section 2 of the School Act, 1990, p. 10, as a primary consideration in determining what is reasonable.

Q. Four of the PUG children in our centre are clustered into one "unit." However, we feel that four children in one class is too much for the teacher to handle. What can we do?

A. Clustering children whenever needs are overlapping for the purposes of applying for a grant is encouraged. How children are actually grouped for programming purposes, however, depends on what is best for each child. Having two children in each of two different classrooms is quite acceptable.

ESTABLISHMENT OF LOCAL POLICIES

ECS operators should develop written policies on the management of special needs. The local policy for special needs children should reflect the provincial policy as outlined in the ECS section of the current **Program Policy Manual** developed by Alberta Education. Some guiding statements that will assist ECS operators in this task are located in Appendix C.

III. COMPLETING THE NECESSARY FORMS FOR PROGRAM UNIT GRANTS

OVERVIEW

The completion of several forms is necessary to secure funding for a severely handicapped ECS child:

- Special Needs Profile
- Report on Enrolment
- Transportation Grant Application
- Working copy of PUG budget
- Program Unit Grant Application

CASE STUDIES

The ABC ECS Society wishes to make applications for **four** children to be served under the Program Unit Grant funding. The following case studies serve to provide a mental picture of the four children. The forms in the rest of this section are completed with these children in mind. They are composite examples and neither descriptions nor names are meant to refer to actual individuals.

A. Four-year-old **Corey** is a bright, talkative, outgoing youngster who has cerebral palsy. He wears braces and uses a walker. He is able to walk slowly from centre to centre in the ECS classroom. Corey's mother has shown Mr. Chin how to help Corey sit on the floor with the other children. Corey is learning to unlock his own braces for sitting, but he still needs help getting from a standing to a sitting position.

   Corey has many difficulties with fine motor activities such as using scissors and drawing with crayons, so Mr. Chin consults with an occupational therapist who suggests a number of activities to improve Corey's eye-hand coordination and the use of two hands together. Mr. Chin and Corey's mother also work out which ideas will be useful to put into practice at home.

B. **Melissa** is almost three years old. She suffers from cystic fibrosis. She coughs frequently and occasionally has digestive upsets. She was hospitalized once for pneumonia when she was nearly two years old, but since then her parents and family doctor have kept a close eye on her. When she does get an infection, it is quickly treated. Melissa tires easily and needs much encouragement to participate in active play. Melissa says very little and appears to have serious delays in receptive and expressive communication skills.

C. Nearing five years of age, **Natasha** has a mild form of cerebral palsy. She is a quiet, friendly child who loves to join with her playschool group in singing.

   Natasha seems behind the other preschoolers in her ability to use words in sentences and, because of the tightness in her legs, she is rather clumsy in her walk. Her playschool teacher, Miss Suchowsky, was shown some simple knee joint exercises by the physical therapist, which she can do with all the children in the group.

D. **Milan** is a recent immigrant to Canada and also has cerebral palsy. He will soon be six years of age.

Milan is confined to a wheelchair but has little difficulty in getting around and can easily transfer himself to the floor or a chair. Milan has some difficulty with fine motor activities such as completing jigsaw puzzles and writing his name.

Milan cannot communicate very well in English. He has been diagnosed as "clinically" deaf, but has recently been fitted with a hearing aid and scheduled for regular speech/language therapy sessions. Milan's parents are very keen for him to strengthen his communication skills prior to going to school.

Q. Whenever I plan a craft activity for the children in my kindergarten class, Matthew, who is developmentally delayed, is left out as he cannot cut very well and his coloring ability is poor. How can I integrate him into such activities?

A. Since different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities, children should not be expected to perform the same tasks and achieve narrowly defined, easily measured skills at the same time as everyone else. Open-ended activities, focussing on process, rather than product, allow children at different levels to participate together as well as foster creative problem-solving in all the children.

Note: Matthew is not a PUG candidate but his case illustrates a typical situation, in the acceptability of allowing different children to work at the same or similar activities simultaneously with varying degrees of skill achievement.

LOOKING AT EXAMPLES OF SPECIAL NEEDS PROFILES

(i) Things to Consider

- It is unnecessary to complete a Special Needs Profile on page 3-4 to be eligible for a Program Unit Grant. However, some operators find a preliminary screen useful to help them to determine if a potential need might result in a Program Unit Grant application. Some operators choose to submit a Special Needs Profile as an indicator of a forthcoming PUG application, particularly when certain documentation is not yet available to them. Finally, the screen does provide a reasonable checklist format for an ECS Operator's perusal.

- If a child is placed in any location other than the ECS centre or the child's home, **a contract is necessary between the ECS operator and the operator of the alternate site** (e.g., playschool).

(iia) Sample Profile for Corey

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for a Program Unit Grant. It may be used as a preliminary step to completing a Program Unit Grant.

CHECKLIST	INFORMATION
____ 1. What is the name of the child?	1. Child's Name: Corey
____ 2. What are the names of the parents?	2. Parents: Sandra
____ 3. What is the child's date of birth?	3. Date of Birth: (1)* January 13/87
____ 4. What is the nature of the handicap?	4. Handicap: CP (spastic diplegia) fine motor delays pronounced
____ 5. Is this a first-time or renewal application?	5. ◯ First-Time ☑ Renewal (2)
____ 6. Are special therapies involved?	6. Therapies: ☑ Speech x 1mo. ◯ Other: _____ ☑ O.T. x ½ wks. ☑ P.T. x ½ wks.
____ 7. Has the child received a recent assessment? By whom?	7. Most Recent Assessment Date: for Dec. 6/91 (Scheduled) (3) By Whom: Major Assessment Centre (M.A.C.)
____ 8. Are assessment documents on file?	8. Documents: ☑ On File ◯ Pending ◯ Update Needed ☑ Has parental permission to access documents
____ 9. What is the proposed placement?	9. Placement: ◯ Home ◯ Other*: (4) ☑ ECS Centre ◯ Both (*contract necessary)
____ 10. Who recommended placement?	10. Recommended By: M.A.C.

* The circled numbers are explained on pages 3-8 and 3-9.

11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?	11. ☑ Case Conference Date: _____ ○ Ongoing Plans With: _____
12. Are parents in full agreement with proposed placement?	12. Parents: ☑ Yes ○ Need To Be Convinced ○ Not Yet Informed
13. Is an updated individualized program plan (IPP) available? Who provided it?	13. Suggested Program Provided By: O.T., P.T. and ECS teacher
14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?	14. Special Considerations: (5) ☑ Rehab. Aide: 1:1 needs for fine motor coordination ☑ Equipment/Materials: adaptive computer with appropriate keyboard ☑ Training Needs: esp. re: use of adaptive computer key-board
15. Who has been appointed this child's Case Coordinator?	15. Case Coordinator: (6) Mary Bishop Phone No.: 555-1234 ECS Operator: ABC ECS Society

Note:

The Special Needs Profile is spread across two pages for reading clarity. A blank Special Needs Profile: Preliminary Screen on one page is located in Appendix D.

(iib) Sample Profile for Natasha

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for a Program Unit Grant. It may be used as a preliminary step to completing a Program Unit Grant.

CHECKLIST	INFORMATION
____ 1. What is the name of the child?	1. Child's Name: Natasha
____ 2. What are the names of the parents?	2. Parents: Josh + Marie
____ 3. What is the child's date of birth?	3. Date of Birth: July 27, 1986
____ 4. What is the nature of the handicap?	4. Handicap: (7) cp (spastic diplegia), speech delay, strabismus, mild expressive, receptive delay, mild gross motor and gait impairment
____ 5. Is this a first-time or renewal application?	5. (✓) First-Time ( ) Renewal
____ 6. Are special therapies involved?	6. Therapies: ( ) Speech ( ) Other: _____ ( ) O.T. _____ (✓) P.T. (8) x 1 mo.
____ 7. Has the child received a recent assessment? By whom?	7. Most Recent Assessment Date: March 19/91 By Whom: Dr. Andrews (Community Clinic)
____ 8. Are assessment documents on file?	8. Documents: (✓) On File ( ) Pending (8) ( ) Update Needed (✓) Has parental permission to access documents
____ 9. What is the proposed placement?	9. Placement: ( ) Home ( ) Other*: (✓) ECS Centre _____ (*contract necessary) ( ) Both
____ 10. Who recommended placement?	10. Recommended By: (8) Family doctor

____ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?

11. ◯ Case Conference Date: to be decided

◯ Ongoing Plans With: _____

____ 12. Are parents in full agreement with proposed placement?

12. Parents: ☑ Yes ◯ Need To Be Convinced

◯ Not Yet Informed

____ 13. Is an updated individualized program plan (IPP) available? Who provided it?

13. Suggested Program Provided By: _____

ECS teacher

____ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?

14. Special Considerations:

(?) Rehab. Aide: (8) Some one-to-one programming may be needed

◯ Equipment/Materials: _____

_____

◯ Training Needs: _____

_____

____ 15. Who has been appointed this child's Case Coordinator?

15. Case Coordinator: Mary Bishop

Phone No.: 555-1234

ECS Operator: ABC ECS Society

(iii) Explanatory Notes for **Special Needs Profiles**

(1) The child's date of birth should be checked against original sources, e.g., a birth certificate. Eligibility for funding should then be cross-referenced with the **School Grants Manual** or the **Program Policy Manual**.

(2) Renewal applications can be reviewed more quickly because information is already known on the child. However, in some instances, such as when a child transfers from elsewhere in the province, the child's file may need to be released by the former program operator to the new ECS operator.

(3) Even when complete information is not available, it is often helpful to have upcoming plans identified. In instances where the information is lacking, the child should be scheduled for a review assessment in the near future at a major assessment centre.

(4) Major decisions such as the placement of the child for special programming should be carefully considered. Placement recommendations may be received from several sources, but, where possible, decisions should be made only after all options are considered. Such decisions are usually the outcome of a case conference.

(5) Special consideration for the child's programming needs are reviewed early in the process. Sometimes a child, despite being handicapped, can function reasonably well in a group setting at almost no additional cost to the ECS operator, and is not a Program Unit Grant candidate. On other occasions, the child has very special requirements which would not normally be available in the typical ECS classroom. The Program Unit Grant is designed to assist in such cases. Bearing in mind the need to provide "the most enabling educational environment" possible, ECS operators are cautioned not to **automatically** provide one-to-one assistance, especially for large blocks of time.

(6) Each Program Unit Grant child should be appointed to a case coordinator. That person might be the ECS teacher, a society board member, or an agency specialist. In most cases the case coordinator is also the regular ECS Coordinator. It is not the role of the case coordinator to know everything there is to know about the child or to be involved in special programming with the child. Rather, the case coordinator ensures that appropriate processes are followed to determine the most reasonable decisions in the educational life of the child, and ensures that those decisions are subsequently implemented. The case coordinator may call a case conference when appropriate and will attempt to communicate to all involved parties as necessary.

(7) Here is a case where the available information does not support the application for a Program Unit Grant. Normally, this profile is filed without PUG funding being solicited. It may, however, provide a summary of information sufficient for mild/moderate "special needs" funding.

Although the child does have cerebral palsy, like Corey, the resulting difficulties are mild. 'Spastic diplegia' refers to a tightening of the lower limbs and 'strabismus' is more commonly referred to as squinting, neither of which is grounds for PUG submission. Natasha can function well in a normal ECS setting with a little care and sensitivity.

(8) Unfortunately, ECS operators sometimes try to expand the base of information on a child or are vague with details, so that the case for securing additional funds can be made. In the long run, this approach is problematic, sometimes setting up unrealistic programming expectations which cannot be maintained in the long term. If 'real' problems exist, but the documented evidence is still scanty, a discussion with Alberta Education staff may still enable funds to be secured pending release of past assessment records or pending appointments for additional assessments to be finalized.

LOOKING AT AN EXAMPLE OF A REPORT ON ENROLMENT

(i) Things to Consider

- All children served by an ECS operator are counted on the Report on Enrolment unless they are counted **for grant purposes** by another ECS operator. This includes: handicapped children served in an alternate setting, younger than normal regular children who are not funded, and young Treaty Indians funded by their Band or the Federal Government.

(ii) Sample Report on Enrolment including Corey, Natasha, Melissa, and Milan

Alberta
EDUCATION

EARLY CHILDHOOD SERVICES PROGRAM
REPORT ON ENROLMENT AND PROGRAM INFORMATION
AS OF SEPTEMBER 30, 1991

FOR DEPARTMENT USE ONLY

5–8	9–13	14 15 16 17
		2 9 1
School Code	School Abbreviation	Enrolment Type

PLEASE COMPLETE ONE FORM FOR EACH TYPE OF ENROLMENT FOR EACH SCHOOL/CENTRE IN OPERATION.

Name of School Jurisdiction/ECS Operator: ABC ECS Society

TYPE OF ENROLMENT: (check only one)

All Others [1] [✓] Treaty Indian [3] [ ] Non-Resident [4] [ ]

Name of School/Centre: ABC ECS Centre

No. of ECS Classrooms: 1

(1) Total No. of Instructional Hours Per Child Per Year: 400+

Total No. of In-Home Visits Per Child Per Year: [ ]

LANGUAGE PROGRAM OTHER THAN ENGLISH OR FRENCH

Name of Language: _____

No. of Children Served: [ ]

Total No. of Hours Per Child Per Year in Language Program: [ ]

Please circle Days of Operation: (MON) (TUES) (WED) (THURS) (1) FRI

Program Commencement Date: September 18/91 Termination Date: June 15/92

Grade 1 entrance age in your School Jurisdiction: 6 Yrs. 0 Mos. As of (date): February 28

CHILDREN COUNTED ON SEPTEMBER 30, 1991 IN THE ABOVE SCHOOL/CENTRE.

NOTE: THE COUNT OF CHILDREN SHALL NOT INCLUDE ANY CHILD COUNTED BY ANOTHER OPERATOR FOR GRANT PURPOSES IN THIS PROGRAM YEAR.

AGE ON SEPTEMBER 1, 1991		SPECIAL NEEDS							
		MILD MODERATE		SEVERE PUG		OTHERS		TOTAL	
MALES BY AGE	18								
2 yrs 6 mos but less than 3 yrs 6 mos	102	06		07		09		15	
3 yrs 6 mos but less than 4 yrs 6 mos	103	06		07		09		15	
4 yrs 6 mos but less than 5 yrs 6 mos	104	06		07	1 (3)	09	19	15	20
*5 yrs 6 mos but less than 6 yrs	105	06		07	1	09	2	15	3
*6 yrs but less than 7 yrs	106	06		07		09		15	
TOTAL MALES	130	06		07	2	09	21	15	23
FEMALES BY AGE	18				(4)				
2 yrs 6 mos but less than 3 yrs 6 mos	202	06		07	1	09		15	1
3 yrs 6 mos but less than 4 yrs 6 mos	203	06	(2)	07		09		15	
4 yrs 6 mos but less than 5 yrs 6 mos	204	06	1	07		09	19	15	20
*5 yrs 6 mos but less than 6 yrs	205	06		07		09	1	15	1
*6 yrs but less than 7 yrs	206	06		07		09		15	
TOTAL FEMALES	230	06	1	07	1	09	20	15	22
TOTAL MALES AND FEMALES			1		3		41		45

*NOTE: Refer to Note 4(b) and 6 on reverse page for funding arrangements of these children.

CERTIFICATION:

I certify that to the best of my information and belief, the number of children reported on this form is correct and that the programs identified in this report are being offered in accordance with Alberta Education Program requirements.

Elaine K. Smith — Sept. 30/91

Signatures: Secretary-Treasurer/Superintendent / Teacher or Principal — Date

87ED 05.01B RETURN TO Grants Administration 3-11

(iii) Explanatory Notes for **Report on Enrolment**

(1) The number of instructional hours and days of operation reflect those of the regular children enrolled in this ECS centre. Specific information for a PUG child is contained on the actual Program Unit Grant application form.

(2) Natasha is not eligible for a Program Unit Grant but is eligible to receive funding in the mild/moderate "special needs" category.

(3) Milan will be six years old in November and older than most children who attend an ECS program. However, since he is not of school age **before** September 1 and has **not** received three years as a PUG child, he is still eligible to be funded as a severely handicapped child in ECS.

(4) Even though Melissa will not be served in the ECS classroom, she is still included on the ECS class register and reported by age here on the **Report on Enrolment**.

LOOKING AT AN EXAMPLE OF THE TRANSPORTATION GRANT APPLICATION

(i) Things to Consider

- The ECS operator must have legitimate transportation expenses in order to claim the **Transportation Grant**. The operator should have an agreement/contract with the transportation system, bus company, or parent prior to claiming a transportation advance.

- Transportation costs for PUG children are sometimes higher than may be claimed through the **Transportation Grant**. The additional need is included in the Program Unit Grant budget.

Q. I understand that Alberta Education provides a Transportation Grant for PUG children. Two children in my centre come from outlying areas and the cost of their transportation exceeds that amount. Where could I access the extra money required?

A. Extra cost for transportation may be charged to the Program Unit Grant according to the guidelines in the Grants Schedule 1991-92.

Alberta EDUCATION (ii) Sample Form Including Special Transportation Needs

EARLY CHILDHOOD SERVICES TRANSPORTATION ADVANCE
1991-92 PROGRAM YEAR

INSTRUCTIONS:

1. Complete this form using:
   a) the number of children being transported at September 30, 1991
   b) the maximum number of days all children requiring transportation are to be transported for the year. (See reverse side for an example of a completed form).
2. Submit the completed form to Grants Administration, Alberta Education by October 22, 1991.
3. An advance payment will be determined for the period September, 1991 to March, 1992.

I. DATE PROGRAM BEGINS Sept. 18/91 DATE PROGRAM ENDS June 15/92 (1)

II. REGULAR TRANSPORTATION

Name of School/Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
ABC ECS Centre	(MON) (TUES) (WED) (THURS) FRI		4		584
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS		4		584

III. SPECIAL TRANSPORTATION
a) Disabled Transportation

Name of School/Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
ABC ECS Centre	(MON) (TUES) (WED) (THURS) FRI		1 (2)		146
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS		1		146

b) In-Home Visits
(Refer to the definition of "In-Home Program" in the Glossary of Terms, School Grants Manual)

Name of School/Centre	No. of Children Receiving In-Home Visits At September 30, 1991	Maximum No. of In-Home Visits For Program Year
ABC ECS Centre	3	54 (3)
TOTALS	3	54

CERTIFICATION:

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the actual number of transportation days is accurate.

Secretary-Treasurer 30 Sept. 30/91 Date

ABC ECS Society
Name of School Jurisdiction, Society or Private School

87ED04.11A RETURN TO: GRANTS ADMINISTRATION

(iii) Explanatory Notes for **Transportation Grant Application**

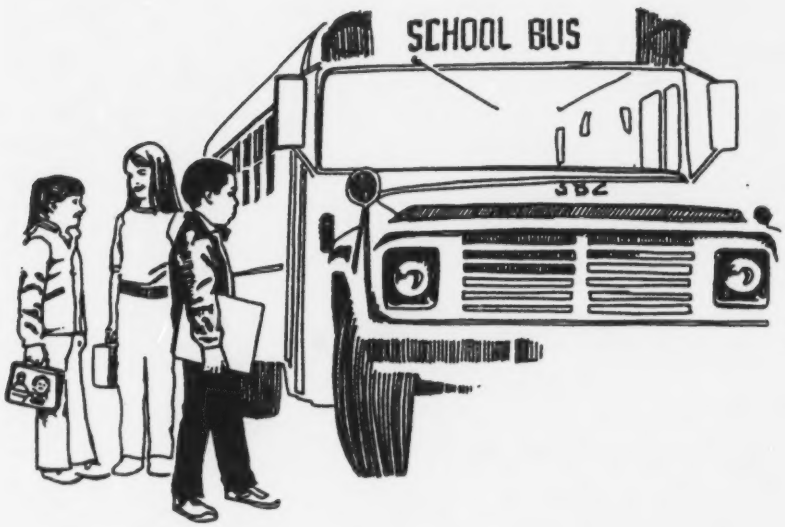
(1) These dates reflect those offered to the regular ECS population. PUG children may have alternate program limits which are indicated on the actual Program Unit Grant Application form.

(2) Only one of the two PUG children attending the ECS centre requires special transportation. Milan needs to transport his wheelchair with him back and forth from home to school. He is driven in a specially adapted community van.

(3) Corey and Milan are both scheduled to receive an in-home visit once each month. Melissa will receive several in-home visits each month. Thirty-six such visits are claimed here. The additional cost is charged to the transportation section of her Program Unit Grant schedule.

Calculations of the number of in-home visits are:

Corey (9) + Milan (9) + Melissa (36) = 54



LOOKING AT AN EXAMPLE OF A PUG BUDGET FORM

(i) Things to Consider

- Refer to the current **School Grants Manual** and the annual **School Grants Schedule** for additional information. These documents are available from your central office/treasurer.

- Grant Purpose

  The purpose of the Program Unit Grant is to provide additional funding support to ECS operators who serve severely handicapped children. The extra funds allow an ECS operator to provide services they would not normally provide.

  The ECS operator may choose to provide support to the ECS teacher, directly to the child or to the child's parent, but the primary reason for the grant is to enable the ECS operator to meet the **special needs** of the child not covered by the Basic Instruction Grant for the same child. The grant is paid on behalf of **all** children in an ECS program to support the day-to-day operating costs which include the provision of a qualified teacher, an approved facility, appropriate equipment and materials, and an administrative support structure.

  An ECS operator's "added" costs may include assessment fees, specialized equipment costs, and a teacher assistant's wages. **Ordinarily the ECS teacher's salary is not included as part of the Program Unit cost because the Basic Instruction Grant is provided to support the cost of hiring an approved ECS teacher.**

- Grant Ceiling

  The Program Unit Grant is intended to meet individuals' needs and is, therefore, provided according to very flexible guidelines. However, the grant figures indicate maximum ceilings only. Annual actual cost records show that, on the average, most PUG applications claimed less than $13,000 when providing services to a severely handicapped child in an integrated setting.

- PUGs Only

  Programs that operate to serve only severely handicapped children may include all program costs in their PUG budget except capital building costs and other fixed costs that would still be incurred if the program did not operate. Because the Basic Instruction Grant is paid on behalf of severely handicapped children also, that grant revenue is accounted for in determining a Program Unit budget. Similar consideration is expected in regards to transportation costs and the submission of Transportation Grant claims.

- Grant Payment Schedule

  Fifty percent of the approved budget is processed in October upon approval of the PUG budget.

  A further 20 percent of the approved budget is processed by February.

  The final 30 percent of the approved budget is made upon submission of the Audited Financial Statement in terms of the lesser of: the total approved budget; actual expenditures; or the grant ceiling.

(ii) Sample PUG Budget Form for Corey

Guidelines for determining expenditures are found in the School Grants Manual, Part 4, Section 8.

EXPENDITURES Working and file copy for PUG Budget — **RETURN TO: GRANTS ADMINISTRATION**

PLEASE SUBMIT SEPARATE BUDGET FOR EACH UNIT

	EXPENDITURES
INSTRUCTION (1)	
Salaries and Wages (650 hrs. x $10.00) plus (9 visits x 1½ hr. x $10.00)	$ 6635
Employer's Portion of Fringe Benefits	455
Services Purchased Occupational Therapy (35 hrs. x $20.00)	700
Supplies and Materials	200
PARENT INSERVICE	
STAFF INSERVICE (2)	300
OPERATION AND MAINTENANCE	
Salaries and Wages	
Employer's Portion of Fringe Benefits	
(3) Services Purchased Maintenance of adaptive computer	200
Supplies and Materials	
TRANSPORTATION (4)	
Costs:	
1. Transportation: to and from school	1358
2. In-Home Programs	135
3. Other: - Field Trips	125
- In-Program Transportation	300 Transportation to clinic for therapy
Total Estimated Costs	(A) 1918
Estimated Grants:	
1. Transportation: to and from school	1402 (146 days x $9.60)
2. In-Home Programs	86 (9 visits x $9.60)
Total Estimated Grants	(B) 1488
NET Transportation Costs: (A) - (B) =	430
SUBTOTAL	$ 8920
ADMINISTRATION (Lesser of Actual Cost or 5% of Subtotal Above) (5)	430
CONTRIBUTION TO CAPITAL FUND (6)	
Furniture and Equipment -	
Specify: Adaptive computer	1125
TOTAL (7)	$ 10,475

Lesser of Actual Cost or 10% of Grant Ceiling - Refer to the School Grants Manual - Grants Rates. If it is necessary that expenditures exceed 10% of the grant ceiling - please contact the Regional Office for prior approval to committing the expenditure.

(iii) Explanatory Notes for **PUG Budget Form**

(1) Instruction

This shows that Corey attends the ECS program for 650 hours and has one in-home visit each month from September through June. The special needs aide, hired to assist the classroom teacher, is paid a negotiated amount per hour. Corey needs the services of an occupational therapist (O.T.) approximately 1 1/2 hours every two weeks. This service is not available locally, so the operator budgets for 35 hours across the year. Some special toys and manipulatives are needed to carry out Corey's O.T. program, so $200.00 is set aside.

(2) Staff Inservice

Here $300.00 is budgeted to assist with inservice training for the special needs aide.

(3) Operation and Maintenance

Corey needs an adaptive computer for his program. It is legitimate to charge cost of maintenance on that computer to the PUG.

Prorated rental costs should only apply where the operator has had to secure additional space, e.g., the child has a wheelchair and the operator has to pay increased rent for a larger classroom.

(4) Transportation Costs

The transportation costs for a PUG child are covered from two sources. The regular Transportation Grant claim supports transportation daily to and from the child's home to the site of the child's program and also covers in-home visits by the ECS teacher or special needs aide. Additional costs are charged to the Program Unit Grant budget. Only additional costs are reflected in the PUG budget itself.

(5) Administration

The lesser of the actual net transportation cost (in this case $430.00) or five percent of the estimated expenditures subtotal can be claimed in the proposed budget submission. If five percent of the subtotal is used, the actual cost of administration is noted on the audited financial statement at year-end. Additional audit costs, long-distance telephone calls to secure special needs services, and, in the case of volunteer treasurers, honoraria, are the most frequent items cited under this category. Only certain expenses that are specific to the ECS coordinator's role in administering the child's individual program (e.g., time to attend case conferences) should be claimed. When a coordinator serves many PUG children or PUG children exclusively, salary costs may be applicable.

(6) Contribution to Capital Fund

Because of Corey's special needs, he requires an adaptive computer. The operator, taking advantage of federal sales and/or excise tax allowance, purchased a computer for $1,125.00.

(7) This PUG schedule and total estimated operating expenditure is also reflected in the ECS operator's overall **Budget Report Form**, which is to be submitted to Alberta Education by November 30.

Q. Since our ECS coordinator is now responsible for overseeing the placement of three PUG children can we increase her salary by the five percent mentioned for administration expenditures on the budget form?

A. In normal circumstances, ECS coordinators would not receive extra salary since the ECS coordinator has certain responsibilities that would not change with the addition of a PUG child. This might occur only when substantial increases in time are required to oversee programming for several PUG children.

Reviewing the PUG Budget

The PUG budget is reviewed at a Regional Office of Education in order to approve a funding limit. The following questions are frequently considered by Regional Office staff and may provide a useful checklist for ECS operators to consider prior to the submission of the budget in support of each PUG application:

_____ • Is the administration cost less than or equal to five percent of budget subtotal?

_____ • Are capital expenditures less than 10 percent of grant ceiling? Are items listed?

_____ • Is the relationship of the number of hours a child is served and/or the number of in-home visits to the Instruction Salaries and Wages **reasonable**?

e.g., A budget of $6,000.00 for a 600-hour program appears reasonable, i.e., $10.00/hour, whereas this would not seem appropriate for a 200-hour program, i.e., $30.00/hour.

_____ • Are the identified services purchased **directly** related to the child's special needs?

e.g., Janitorial services would not usually reflect directly on a child's special needs, but those of a psychologist may be appropriate.

_____ • Does the budget reflect an integrated program, (i.e., the teacher's salary is **not** claimed under PUG)?

_____ • Are transportation costs **additional** to those claimed under the Transportation Grant, (i.e., not a gross total)?

_____ • Is financial support evident from other agencies (where applicable)?

e.g., Handicapped Children Services.

Note: Expenses under **Operation and Maintenance** are usually only claimed by operators who serve PUG children **exclusively.**

Q. Where does a child with severe handicapping conditions go when he reaches school-age?

A. A child's placement is always based upon his individual needs and circumstances. Generally, four options are explored:

(a) if the school-aged child is not six years old until after September 1 **and** has not received three years of Program Unit Grant funding, he may remain in ECS with funds again allocated from a **renewal** Program Unit Grant;

(b) if the school-aged child still requires an ECS experience, the school board may place the child in ECS (under contract if necessary) with funding from the school board allocations;

(c) if the school-aged child can function in a Grade 1 setting, he may be placed there with support provided to the Grade 1 teacher; and

(d) if needs are appropriate, a special education class may be considered.

LOOKING AT AN EXAMPLE OF A PROGRAM UNIT GRANT APPLICATION

(i) Things to Consider

- It is useful to precede the completion of an actual Program Unit Grant application by a Special Needs Profile and a working copy of a Program Unit Grant budget.

- The need to fully understand the implication of the Program Unit Grant declaration cannot be overemphasized. For additional information on the development of an Individualized Program Plan (IPP), ECS operators are encouraged to refer to the Education Response Centre and/or ECS/ Elementary/Special Education Consultants in an Alberta Regional Office of Education for assistance.

- If a budget request is subsequently to be amended because children are added or deleted from a Program Unit, or because new information is received which alters the needs of the child and hence those of the ECS operator, a revised PUG application should be submitted to Grants Administration. This may be done any time up to June 1 in each program year.

- Although the form appears to be straightforward, applicants are asked to ensure that all parts are filled in as accurately as possible.

Alberta
EDUCATION

(ii) Sample Program Unit Grant Application

EARLY CHILDHOOD SERVICES
1992 - 93 PROGRAM UNIT GRANT

☐ REVISED

Refer to Part 4, Section 8 of the School Grants Manual to reaffirm eligibility and to assist in a review of the individualized program plan(s) for the child(ren) included in this application. Submit one copy of this application for each school/centre to Grants Administration.

Name of School Jurisdiction/Private School/Society: ABC ECS Society

Name of School/Centre: ABC ECS Centre

Address: Anytown, Alberta Postal Code: TOM OTO

Contact Person: Mary Bishop Telephone No: 555-1234

Number of PUG children: 3 Budget Amount: $29,625

Have any of these PUG children been with a previous operator: ☐ YES ☑ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Regional Office.
- Final payments will be based on the lesser of the approved budget amount, grant ceiling or actual expenditures.
- To revise your budget, please send an amended application to Grants Administration.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child(ren) in this application and long term plans for the child(ren) have been discussed with the receiving school board(s) according to the following criteria:

- The parent(s)/guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s)/guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 4, Section 8 of the School Grants Manual.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s)/guardian(s) as required.
- Direct services (such as speech therapy) will be provided to each child and/or parent(s)/guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s)/guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

Elaine K. Smith (1) — June 23, 1992
School Jurisdiction Superintendent or Presiding Officer of Society/Private School — Date

I certify that to the best of my information and belief, the number of children used for the determination of the grant payable by Alberta Education is correct.

J. L. Woods — June 23, 1992
Secretary-Treasurer — Date

FOR DEPARTMENT USE :

REGIONAL OFFICE: _____ Date Approved: _____

APPROVED BY: _____ Amount Approved: $ _____
(Regional Office Performance Certifier)

_____
(Regional Office Expenditure Officer)

3-22

87ED 04.08A RETURN TO: GRANTS ADMINISTRATION

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Name of Child	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	*Assessed Primary Handicap	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number Of Centre Program Hours	Number Of In-Home Visits
FIRST PROGRAM UNIT IN THIS CENTRE							(3)								(5)
1.	Corey	88	01	13	ABC ECS Centre	R	C(2)	92	09	18	93	06	15	650	9
2.	Milan	86	11	08	ABC ECS Centre (2)	N	D(1)	92	09	18	93	06	15	800	9
3.															
4.															
5.															
6.															
SECOND PROGRAM UNIT IN THIS CENTRE															
1.	Melissa	89	08	25	In Home	N	F(1) (4)	92	09	18	93	06	15		36 (4)
2.															
3.															
4.															
5.															
6.															
THIRD PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															
FOURTH PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															

* In this column, please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

*Assessed primary handicap should be referred to by the appropriate letter and number as listed on Page 2.

(iii) Explanatory Notes for **Program Unit Grant Application**

(1) The signature on a Program Unit Grant attests to a complex set of criteria which form the Program Unit Grant declaration. ECS Operators should refer with care to the section on **Making Declarations for Program Unit Grants.**

(2) The budget request itself is $29,625.00 for three children broken down thus:

New applications
- Milan $7,610.00
- Melissa $11,540.00
$19,150.00

Renewal application
- Corey $10,475.00

Note: Only Corey's working budget is included in this section for illustrative purposes.

Corey and Milan are grouped in one Program Unit with a budget of $10,475.00 + $7,610.00 = $18,085.00, whereas Melissa's in-home program cost is estimated at $11,540.00. The ECS operator is given great latitude, however, in accommodating his/her budget needs within the $29,625.00 approved total.

(3) Although Corey and Milan both have similar needs because of their cerebral palsy, Milan's primary handicap, for programming purposes, is stronger because of his deafness. Both children can be served by one "special needs" aide with Milan receiving "extra" attention because of his longer day. The children's needs are not identical but their functioning level makes them a compatible mix and, hence, able to be adequately served in one Program Unit.

(4) There is much flexibility within the Program Unit Grant to make adjustments as circumstances change, and as a child grows and develops. Melissa may grow stronger and be able to spend time in a group setting as the year progresses. Initially, however, an exclusively in-home program is planned. Except for this consideration, Melissa's program would appear to ignore the needs of her difficulties with cystic fibrosis and to concentrate almost exclusively on her speech and language needs.

(5) If the program is located in an ECS **Centre**, the number of **hours** is required, whereas if the program is located in the **home**, the number of **visits** is required.

SUMMARY OF PROGRAM UNIT GRANT PROCEDURES

The following chart outlines the major tasks and responsibilities performed by ECS Operators serving children with severe handicaps.

TASKS	TIME CONSIDERATION		RESPONSIBILITY
Complete screening and assessment	Spring of year prior to entry into ECS, if possible	Then as required	External Agency
Complete preliminary Special Needs Profile	Upon registration into ECS program		ECS Coordinator
Hold case conference	As required	Normally two or three times each year	Case Coordinator
Write IPP	Prior to start of program	Then ongoing	Teacher and Case Coordinator
Develop a budget	Prior to submission of PUG application	Normally by October 22	Operator
Hire "special needs" aide	As required	Prior to program start where necessary	Hiring Committee
Order equipment, special materials	As required	As early in program year as appropriate	Teacher
Complete enrolment report	Count date is September 30	Send to Alberta Education, Grants Administration, by October 22	Treasurer
Send in transportation claims	Advance claim by October 22	Send to Alberta Education, Grants Administration	Treasurer
Complete PUG application	Anytime up to June 1 in program year	Normally, for full year funding by October 22 to Grants Administration	Case Coordinator
Include PUG schedule on overall Budget Report form	Send to Alberta Education, School Business, by November 30		Treasurer
Plan day-to-day program	Regularly, perhaps twice a month	As required	Teacher Special Needs Aide
Redesignate enrolment needs	Regular students to mild/moderate redesignation OR mild/moderate students to PUG redesignation by November 30 for full year funding		ECS Coordinator
Review budget needs	Ongoing	By June 1 of program year	Operator
Evaluate PUG program	Ongoing, as part of case conferencing	Formal evaluation periodically	Operator
Plan summer program	Before full program begins	At least three to four months prior to summer program	Teacher and Case Coordinator
Inform school board of upcoming "special needs"	In spring of year prior to school entry	As early as feasible	Case Coordinator
Complete PUG reconciliations	Upon completion of Audited Financial Statement	Send to Alberta Education, School Business. Grants Administration will allow final payment of PUG.	Treasurer
Review "special needs" policies	Annually		Operator

IV. MAKING A DECLARATION FOR PROGRAM UNIT GRANTS

OVERVIEW

When an ECS operator completes a Program Unit Grant application, the applicant attests to seven (7) criteria that compose a declaration by the ECS operator to be met on behalf of the severely handicapped child. These include the following criteria:

- parent involvement
- screening and assessment
- development of program goals
- most enabling educational environment
- consultative assistance
- direct services
- case conferences.

CRITERION #1

"The parent(s)/guardian(s) of each child is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf."

"...Parents/guardians..." are seen as a crucial part of the decision-making process. It is not appropriate to just inform parents. The opportunity for parents to be involved (meaningful role, opportunity for training, recognition of parents' needs, etc.) in all aspects of their child's program is seen by the support given by the ECS operator. This will be particularly noticeable in dealing with parents reluctant to acknowledge their child's problems and/or reluctant to be directly involved.

"...Special program plans..." refer to an Individualized Program Plan (IPP) based on the identified needs of the young child. Attainable goals are chosen and appropriate activities supporting the ECS philosophy are implemented by the approved ECS staff. Clear, systematic records are kept. (NOTE: Assessment documents and ongoing individual program plans should be available upon request.)

"...In place..." carries with it a strong commitment. It is not intended that plans sit unfulfilled until funding is received. The plan should be put in place as soon as possible.

"...On the child's behalf..." recognizes an individualized approach to meeting the child's needs. Materials purchased by the ECS operator should reflect the child's specialized needs. Special equipment that can still be used by the child is often transferred with the child moving to another ECS operation in Alberta.

CRITERION #2

"Each child in the program has been identified through screening and assessment carried out by the community health nurses, parents, teachers, and/or child development specialists in accordance with criteria outlined by Alberta Education."

"...Screening..." is commonly carried out by a child's parent or family doctor, a local pediatrician or community health nurse, and/or by a playschool teacher or ECS staff member. This leads to ....

"...Assessment..." which is normally completed by a team of specialists (e.g., occupational therapist, physiotherapist, speech therapist, and child development specialist). In many cases, such activities may be carried out at major assessment centres (e.g., Central Alberta Children's Services Centre, Glenrose Hospital, Alberta Children's Hospital, R.E.A.C.H., etc.).

"...Criteria..." provided by Alberta Education, are outlined each year, and included with procedures for completion of grant application forms. Information pertaining to designation and/or inclusion of specific types of handicapping conditions are also provided.

CRITERION #3

"Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data."

This declaration clearly indicates the need for the ECS operator to request **specific "program goals"** from assessment personnel. It is, however, the responsibility of the ECS operator to match the recommendations suggested by assessment teams with local, recognizable needs and priorities, and goals compatible with the ECS philosophy. It is here that the parent most often can help determine such priorities.

The ECS operator must fit the goals to the grant application. It is not the responsibility of assessment personnel to prepare grant applications.

When a child transfers from one operation to another, the receiving ECS group must re-evaluate all pertinent information before making a new grant submission and not automatically act on the previous program plans.

CRITERION #4

"A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment."

Consistency of approach to the identified program goal is often difficult. Are the program activities listed capable of achieving the identified goals? There must be a direct compatibility between the planned activities and projected goals. Sometimes a reasonable program strategy (e.g., buying a children's dictionary) may have only indirect benefit in reaching a desired goal (e.g., increasing the child's vocabulary).

"The ECS teacher" is responsible for the "special needs" of each child. Programming direction is provided to any "special needs" aide that might be hired. Information from all sources is acknowledged and weighed in providing a balanced program for the young child. Some teachers provide one-to-one activities for the "special needs" at that time. Other teachers allow an aide to give that one-to-one component, but this means time must be allocated for the ECS teacher to:

- meet and communicate to the parents/therapists;
- plan the program with the "special needs" or regular classroom aide; and
- attend case conferences/special training opportunities.

"Support" is provided to the teacher by an aide (if needed). The ECS teacher is always responsible for the child and the program. Staffing support can help achieve all that that responsibility implies.

The concept of **"most enabling education environment"** means that activities are "integrated" into the regular class situation when possible. The child spends minimal time in isolated or segregated areas. Often, other individuals in the class can benefit from working in a small group with the "special needs" child. The program is planned and modifications are made to ensure the "special needs" child can be involved. For further information on implementing this process, please consult with an ECS-Elementary Consultant in a Regional Office of Education.

CRITERION #5

"Consultative assistance will be provided to staff and parent(s)/guardian(s) as required."

"Consultative assistance" is usually made by provision of opportunities to attend special conferences and inservice activities, by attendance at regular therapy sessions, by purchases of appropriate print materials, and by consultation with specialists and those with experience in working with "special needs" children. As well, assistance is provided when time is allocated for program planning.

CRITERION #6

"Direct services (such as speech therapy) will be provided to each child and/or parent(s)/ guardian(s) as required."

The ECS operator typically provides **"direct services"** to the child. However, parents' needs are often overlooked. Sometimes direct service opportunities (e.g., counselling) are available for parents. Also, support organizations may provide much needed information and opportunities for sharing mutual concerns. If needed "direct services" for the child or parents are unavailable, the ECS operator may need to contract his/her own.

The total picture must be considered when developing a program for a "special needs" child. An individual's understanding of the needs of the handicapped child, although well-meaning, may have a narrow perspective. All components (just as in the regular ECS program) must be considered. A handicapped child is a child FIRST, handicapped second. A parent of a handicapped child is a parent FIRST, who happens to have a child with "special needs." ECS operators must not lose sight of these important distinctions.

CRITERION #7

"Case conferences will be held regularly to evaluate each child's progress and to decide on changes in the program, where appropriate, in consultation with the parent(s)/guardian(s)."

"Case conferences" can take many forms:

- one-to-one discussion (e.g., teacher-to-aide, and teacher-to-parent);
- information group including teachers, aide, parent, and perhaps ECS coordinator;
- extended group involving a specialist invited to discuss a specific need;
- more formalized "full-scale" meeting involving all concerned parties; and
- specialists meeting, perhaps at an assessment centre.

(**NOTE:** In most situations, parents should be included and kept totally informed. Where there is disagreement, it is appropriate, however, for professionals to meet to decide a range of strategies prior to discussing alternatives with the parent.)

The **"regularity"** of case conferences also varies. Often, ongoing needs are identified and matched with program plans, informally through telephone calls, through discussions at therapy sessions, and in normal day-to-day communication. A balance between such informal planning and more formal meetings should be established.

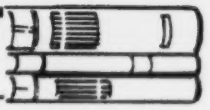
The **"child's progress"** is the focus at a case conference. When conferences are held too frequently, a child's progress may be hard to measure. To focus on the positive is an important goal of each case conference. Alternative strategies and program planning options can achieve this aim if this intention is clearly defined.

Any changes proposed should be of benefit to the child, and match the ECS philosophy, including the concepts of parent involvement and integration.

Q. After case-conferencing, we developed an IPP for a child with severe handicaps in my kindergarten class. With twenty other children in my classroom, how can I find the time to give this child one-to-one instruction?

A. An IPP for a child does not mean that the child must be given individualized instruction. Ideally, the objectives outlined on the IPP can be met by integrating them into functional activities for a child. For example, if a child needs to strengthen his left arm and is also visually impaired, he could participate in fingerprinting with his peers but could be encouraged to use his left hand. Sand could be mixed into his paint to provide extra sensory experience. The other children might want to try this too! Skills taught in meaningful context will often generalize to other settings more easily than when taught in isolated one-to-one situations.

V. REFERENCES



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ALBERTA EDUCATION

Alberta Education personnel will assist in completing Program Unit Grant applications.

Regional Offices of Education

- Lethbridge Regional Office
  Zone 6
  Provincial Building
  200 - 5 Avenue South
  Lethbridge, Alberta T1J 4C7
  Telephone: 381-5243

- Calgary Regional Office
  Zone 5
  Room 1200, Rocky Mountain Plaza
  615 Macleod Trail S.E.
  Calgary, Alberta T2G 4T8
  Telephone: 297-6353

- Red Deer Regional Office
  Zone 4
  3rd Floor West, Provincial Building
  4920 - 51 Avenue
  Red Deer, Alberta T4N 6K8
  Telephone: 340-5262

- Edmonton Regional Office
  Zones 2 and 3
  6th & 7th Floor, Westcor Building
  12323 Stony Plain Road
  Edmonton, Alberta T5N 3Y5
  Telephone: 427-2952

- Grande Prairie Regional Office
  Zone 1
  12th Floor, 214 Place
  9909 - 102 Street
  Grande Prairie, Alberta T8V 2V4
  Telephone: 538-5130

- Education Response Centre
  6240 - 113 Street
  Edmonton, Alberta T6H 3L2
  Telephone: 422-6326

- Education Response Centre-Calgary
  5139 - 14 Street S.W.
  Calgary, Alberta T2T 3W5
  Telephone: 297-4606

- Grants Administration
  7th Floor, West Devonian Building
  11160 Jasper Avenue
  Edmonton, Alberta T5K 0L2
  Telephone: 427-2055

Q. What is the role and function of the various Alberta Education personnel, as far as Program Unit Grant children are concerned?

A. Regional Office of Education consultants, particularly the ECS-Elementary consultants, are available for consultation and some inservice activities. They review budgets for reasonableness and monitor or evaluate programs serving children for which Program Unit Grants have been requested and approved. They should be your first stop.

The **Education Response Centre** may offer assistance and consultation on specific exceptionalities, and are involved in the development of support documents.

Grants Administration of Alberta Education can provide information on grants, grant claims, and payment schedules.

APPENDIX A

DEVELOPMENTAL
FRAMEWORK

AGES 2-5

DEVELOPMENTAL FRAMEWORK: AGES 2-5*

Social/Emotional Growth

Behavior/Self Image

Periods of rapid growth at beginning and end of phase are times of unrest and disequilibrium accompanied by the following:

- Unpredictable behavior - ranging from withdrawal to aggression;
- Inner urge to prove own will - 'Let me do it my way';
- Desire to develop personal autonomy - to stand on own feet;
- Prone to tantrums - non-verbal rebellion;
- Impulsive - struggles for control;
- Showing signs of tension - e.g., blinking, biting nails, sweeping tongue.

Period of *slower* growth mid-phase is a time of relative calm and stability accompanied by:

- More control of impulses;
- More cooperation and sensitivity to moods and feelings of others;
- Sustained interest in an activity.

Child is egocentric and unaware of perspective of others. Child:

- Enjoys regularity and personal ritual;
- Seeks success, new experiences;
- Desires some measure of independence;
- Is adventuresome - hates confinement;
- Is vulnerable;
- Is interested in realizing immediate goals.

Relationship to adults

- Needs praise, acceptance, support, encouragement.
- Follows adult suggestions quite readily until late in phase.
- Needs reasonable limits and external controls.
- Conforms to avoid consequences - accepts adult's way as 'the way.'

Relationship to peers

- Needs and enjoys social contact to develop own idea of self.
- Develops autonomy through play - regards other children as play objects.
- Individualistic - finds it difficult to share and take turns.
- May play alone, or beside but not with others (parallel play) until late in phase.
- Frequently frustrated with attempts to socialize but holds no grudges.

Language/Intellectual Growth

Language

Listening:

- Understands objective language of adults better than language of peers.
- Comprehends simple instructions.
- Listens for general rather than specific detail.

Speaking:

- Uses language to maintain self, to direct, to report, to imagine, to reason, to predict, to project.
- Shows great spurt in language *usage* and *structure*.
- Shows great range in language skill - e.g., expression, speed, volume, clarity of speech.
- Asks many fact-finding questions.
- Uses subjective language - meaning is clear to child but not always to listener.
- Needs a listener yet does not consider listener's needs (egocentric).
- Intuitively seeking the *structure* of language.
- Manipulates language - creates and experiments with words.

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* Taken from: Norris, D. and J. Boucher. **Observing Children.** The Board of Education for the City of Toronto, 1980. Permission granted to use the above excerpts from this document.

- Experiments with word order and negative forms - e.g., 'Why I can't go?'
- Reveals rule seeking through errors with plurals, past tense - e.g., 'mouses.'
- Overgeneralizes and applies regular rules to irregular verbs and nouns - e.g., 'I comed.'
- Reveals process of classifying and reclassifying to organize perception of world - e.g., child calls all animals 'dogs.' Later learns significant differences and becomes more specific.

Reading:

- Watches adults read - pretends to read (begins to learn book skills).
- Many aware that meaning can be sought through pictures and print.
- Seeks meaning from symbols in the environment - e.g., signs, advertisements.
- Some may begin to read.

Writing:

- Many children aware that meaning can be conveyed through pictures, symbols, print.

Intellectual Growth

- Learns by manipulating and changing things - trial and error technique gradually replaced as memory develops.
- Action often precedes thought - thought not always analysed.
- Perceives from one point of view - child's own.
- Judges on basis of appearance rather than logic. Some may show intuitive awareness of conservation - e.g., selects correct size of clothes for doll - but does not generalize and transfer this ability to other situations.
- Classifies experiences and later learns to apply them to new situations (essential to learning routines).
- Distinguishes and describes differences according to a particular quality - e.g., 'The little block is the baby.'
- Begins to make comparisons of two objects - e.g., big, little.
- Begins to put objects in order.
- Makes simple causal relationships by association when actively involved - e.g., 'You press a button to turn on the T.V.'
- Has limited ability to understand, compare, and use terminology related to quantity - e.g., child who selects sand play may know which container holds more, but may confuse terms when describing this.
- May show intuitive feeling for symmetry, scale, and order without realizing it.
- Time is understood as *now* and is measured by daily events - past, present, and future terminology presents difficulty - e.g., next week means not now.
- Does not understand time constancy (necessary before clocks and calendars become meaningful).
- Regards inanimate objects as live.
- Memory is largely associative and linked with a particular experience and action - e.g., child pretends when playing in the blocks.

Physical Growth

Rate of growth

- Period of rapid growth in all areas - turmoil at beginning and end of phase with relative calm in between.
- Girls more advanced physically from birth.

Body growth

- Gradually loses baby fat (appears more streamlined and stable).
- Body proportions begin to change - torso and limbs lengthen.
- Wrist bones soft and not fully developed in number.
- Muscles not yet firmly attached to skeleton.
- Little strength, unaware of own limitations.
- Large muscles continue to develop and become more coordinated.
- Small muscles less developed - muscles in extremities develop last.

Organic growth

- Brain development - right/left dominance not established.

- Sensory development uneven - e.g., vision may be more or less developed than hearing.
- Eyes not fully developed in size - naturally far-sighted.

Coordination and control of movement

- Steadiness of growth allows muscular coordination to keep pace - body movement become smoother and more controlled - capable of sudden starts and stops and changes in pace and direction.
- Full arm movement used until wrist, finger bones, and muscles develop.
- Arm movement - sweeps away from and back to body - later circular, up and down, and sideways movements occur.
- Grasp becomes more precise.
- Hand gradually bends independently from shoulder and elbow, allowing more precise reaching, selecting, and holding.
- Ability to run, hop, skip, climb, balance, push, pull, ride a tricycle develops.

Energy - concentration, motivation

- Enthusiastic.
- High energy level.
- Tires easily.
- Changes activity frequently.
- Easily distracted, yet capable of periods of intense concentration.

APPENDIX B

DEFINITIONS OF SEVERELY HANDICAPPING CONDITIONS IN ECS

DEFINITIONS OF SEVERELY HANDICAPPING CONDITIONS IN ECS

The definitions below were excerpted from relevant ECS sections in the **1991/92 School Grants Manual.**

Criteria for Determining Eligibility for Program Unit Grant

1. Descriptions of Handicapping/Disabling Conditions

   (a) Deafness

   (i) Congenital conductive and/or sensori-neural hearing loss resulting in "clinical" deafness.
   (ii) Absence of speech and severe communication problems preclude hearing as a learning mode.
   (iii) Characteristics of severe emotional disturbance arising from frustration and isolation.
   (iv) Presence of autistic-like behaviours.

   (b) Blindness

   (i) Visual impairment results in "legal" blindness which optical aides will not correct enough to provide any useful vision.
   (ii) Characteristics of severe emotional disturbance arising from frustration and isolation.
   (iii) Presence of tactile defensiveness.

   (c) Physical Disability

   Normal body movement and function impeded or prevented by physical and/or medical disorders such as:

   (i) genetic absence of limbs
   (ii) para/quadriplegia
   (iii) generalized hypotonia
   (iv) spina bifida which results in severe physical limitation
   (v) incontinence
   (vi) progressive debilitating disease such as arthritis or cancer
   (vii) trauma as a result of extreme injury such as third degree burns or car accident
   (viii) uncontrolled or poorly controlled grand mal seizures
   (ix) delicate health (sometimes referenced as medical fragility).

   (d) Multiple Disabilities

   (i) Effects of multiple disabilities result in a functioning level as low or lower than that which is associated with a severe primary disability such as blindness, deafness or severe spastic quadriplegia.
   (ii) The combined effect of two or more disabling conditions resulting in a high level of dependency.

   (e) Dependent Handicap

   (i) Extreme difficulty in dealing intelligently with any aspect of the environment.
   (ii) Inability to initiate meaningful play.

   (f) Severe Expressive and/or Receptive Language Delay

   (i) Little, if any, expressive or receptive communication skills.
   (ii) Autistic characteristics, extreme hyperactivity, perseveration, echolalia and/or aphasic behaviours.

   (g) Severe Behavioural Disorder

   (i) Bizarre behaviours including self-stimulation, self-inflicted injury, hallucination and/or destructiveness, high levels of distractibility and/or destructive behaviour.
   (ii) Presence of autistic-like behaviours, perseveration, echolalia and/or aphasic behaviours.

APPENDIX C

CHECKLIST FOR DEVELOPMENT OF LOCAL SPECIAL NEEDS POLICIES

CHECKLIST FOR DEVELOPMENT OF LOCAL SPECIAL NEEDS POLICIES

A number of policies and procedures may result by addressing the following statements:

- ☐ We advertise/communicate in the community that ECS has a high priority for serving handicapped children.
- ☐ We demonstrate our commitment to this priority by reserving space for "special needs" children in our class enrolment.
- ☐ We have procedures identified to screen/assess children with mild/moderate handicapping conditions.
- ☐ We have procedures identified to refer children with severe handicapping conditions for professional assessment/diagnosis.
- ☐ We have developed a timeline for tasks related to our "special needs" policies and procedures.
- ☐ We have policies and procedures to reflect mandatory and discretionary criteria related to accessing Program Unit Grants (e.g., IPPs).
- ☐ We have policies and procedures to determine the responsibilities for decision-making related to our "special needs" component.
- ☐ We have considered policies and procedures for a number of "special needs" situations:

  _____ confidentiality
  _____ storage of records
  _____ transference of records
  _____ financial record-keeping
  _____ purchasing "special needs" equipment
  _____ hiring "special needs" aides
  _____ arranging "special needs" transportation
  _____ handling medication
  _____ providing parent support (e.g., fees, workshop subsidies, parent advocacy groups)
  _____ consideration of "special needs" program planning
  _____ other.

APPENDIX D

SPECIAL NEEDS PROFILE:
Preliminary Screen

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for a Program Unit Grant. It may be used as a preliminary step to completing a Program Unit Grant.

CHECKLIST

___ 1. What is the name of the child?

___ 2. What are the names of the parents?

___ 3. What is the child's date of birth?

___ 4. What is the nature of the handicap?

___ 5. Is this a first-time or renewal application?

___ 6. Are special therapies involved?

___ 7. Has the child received a recent assessment? By whom?

___ 8. Are assessment documents on file?

___ 9. What is the proposed placement?

___ 10. Who recommended placement?

___ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?

___ 12. Are parents in full agreement with proposed placement?

___ 13. Is an updated individualized program plan (IPP) available? Who provided it?

___ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?

___ 15. Who has been appointed this child's Case Coordinator?

Case Coordinator: _____
Phone No.: _____
ECS Operator: _____

INFORMATION

1. Child's Name: _____

2. Parents: _____

3. Date Of Birth: _____

4. Handicap: _____
_____

5. ◯ First-time ◯ Renewal

6. Therapies: ◯ Speech ◯ Other: _____
◯ O.T. ◯ P.T. _____

7. Most Recent Assessment Date: _____
By Whom: _____

8. Documents: ◯ On File ◯ Pending
◯ Update Needed ◯ Has parental permission to access documents

9. Placement: ◯ Home ◯ ECS Centre
◯ Both ◯ Other*: _____
_____
(*contract necessary)

10. Recommended By: _____

11. ◯ Case Conference Date: _____
◯ Ongoing Plans With: _____

12. Parents: ◯ Yes ◯ Need To Be Convinced
◯ Not Yet Informed

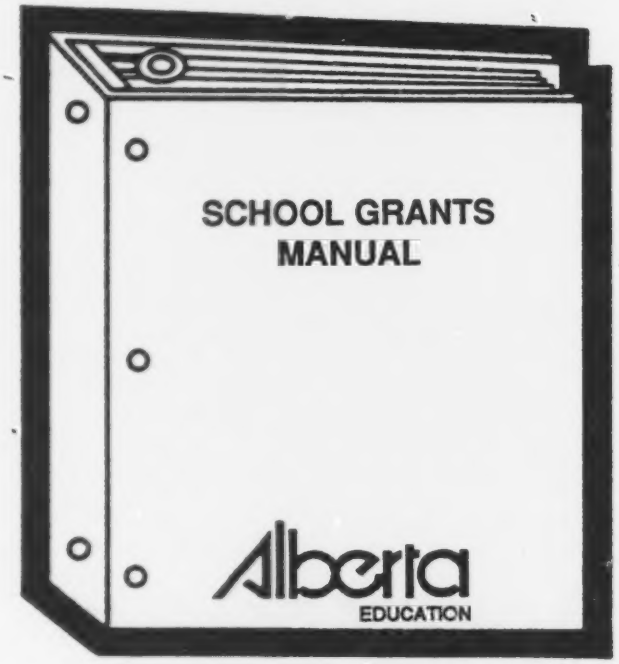
13. Suggested Program Provided By: _____
_____

14. Special Considerations:
◯ Rehab. Aide: _____
◯ Equipment/Materials: _____
◯ Training Needs: _____

6-17

APPENDIX E

SCHOOL GRANTS MANUAL:
Part 4, Section 8 (Program Unit Grants)
Part 4, Section 11 (Transportation)



PART 4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	DATE 01-SEPT-91
SECTION 8. PROGRAM UNIT GRANTS	

PURPOSE

To provide **operators** with funding additional to the Basic Instruction Grant to support the costs of providing educational services for severely disabled **children**.

ELIGIBILITY

1. Approved **operators** providing educational services for severely disabled **children** (refer to **REQUIREMENTS** 7).

2. An individual who is a severely disabled child and who is:

   (a) at leat 5 years 6 months of age on September 1 in the school year in which he is counted but less than 6 years,

R (b) eligible to enter Grade 1 under the school entrance age of a **school jurisdiction**, and

   (c) who has not spent 3 years in an Early Childhood Services Program may be counted under this section if in the opinion of the **school jurisdiction**, **parent** and Early Childhood Services operator that the **Early Childhood Services Program** is appropriate for the **child**.

3. A **school jurisdiction** is able to claim full SFPF Basic support for **funded students** if they are reported on the Enrolment Report on September 30 as being enrolled in a full or half-day program which may include an ECS program.

4. Where a **child** is added to an established program unit, **operators** may be eligible for a prorated portion of the additional grant for that **child**. (Refer to **CONSIDERATIONS**, point 5 in this section.)

5. A **child** claimed under the Program Unit Grant shall not qualify for the special needs grant for the **mildly or moderately disabled**.

DATE

PART 4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS — 01-SEPT-91

SECTION 8. PROGRAM UNIT GRANTS

CONSIDERATIONS

1. A grant may be paid to an **operator** for each eligible program unit **child**. The grant amount is the lesser of the ceiling, the budget amount, or the actual cost.

2. Program unit **child** means a severely disabled **child** who is assessed as being blind, deaf, deaf-blind, dependent disabled (including a severe mental handicap and brain trauma), severely multiply disabled, severely physically disabled (including arthritis, spina bifida, epilepsy and delicate health), severely emotionally disturbed (including autism) and/or severely expressively/receptively aphasic who is enrolled in a program unit.

   The criteria at the end of this section should be used in determining which children are eligible for Program Unit Grant support. Valid assessments which confirm the disabilities should be retained on file and made available to the Regional Office of Education on request. The assessments should be no older than the previous program year.

   Private **operators** should discuss long-term plans for each program unit **child** with the local **school jurisdiction** that will receive the child in Grade 1.

R 3. To be eligible for a minimum grant, an **operator** must provide either a minimum of 40 hours of program activities for a **child** in a program unit or at least 8 in-home visits to each **child** in an **in-home program** during the program year, or the equivalent in a combination of hours and visits. When the combination of hours and visits is used, the **in-home program** will include a regular schedule of a minimum of 4 visits to a home.

4. To be eligible for the maximum grant, an **operator** must provide either 800 hours of program activities for a **child** in a program unit or 36 in-home visits to each **child** in an **in-home program** during the program period, or the equivalent in a combination of hours and visits.

5. The grant rates may be prorated using a ratio of the number of hours of program activities offered to 800, or the number of in-home visits provided to 36, or the equivalent in a combination of hours and in-home visits.

6. The Program Unit Grant is intended to meet individual needs. The grant figures are maximum ceilings only. Provincial averages indicate that most P.U.G.'s cost less than $13,000 in an integrated setting.

7. If a program begins on or after December 1 of the program year, the **operator** may be paid a prorated grant based on the number of months of operation in that program year.

The grant entitlement is calculated as follows:

$$\frac{\text{grant rate} \times \text{number of months in program year}}{10}$$

For example, if an operator begins a program on December 1, and
the maximum grant = $22,431
number of months = 7

then,

$$\frac{\$22,431}{10} \times 7 = \$15,702$$

The maximum grant entitlement for the year is $15,702.00

8. If a child is added to an established program unit, the grant entitlement is calculated as follows:

$$\text{grant for 1 child} + \left[\frac{\text{grant for 2 children} - \text{grant for 1 child}}{10} \times \text{number of months the additional child is in program} \right]$$

For example, if a child is added to an existing program unit on January 1, and

the grant for 1 **child** = $22,431
the maximum grant for 2 **children** = $26,917
number of months = 6

then,

$$\$22,431 + \frac{(\$26,917 - \$22,431) \times 6}{10}$$

$$= \$25,123$$

61

The maximum grant entitlement for the year is $25,123.00

DATE

PART	4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	01-SEPT-91
SECTION	8. PROGRAM UNIT GRANTS	

REQUIREMENTS

1. Payment is made on the basis of form 87ED 04.08A "Program Unit Application Form". The procedure is the same as that outlined under **REQUIREMENTS**, Part 4, Section 1, points 4 to 8. The completed form must be returned to Grants Administration. A revised form should be submitted to Grants Administration if the **operator** finds the amount of funds approved in the initial application to be insufficient or excessive because circumstances have changed. A revised form is also required when a **child** no longer remains in the program.

2. At the end of the program year all **operators** shall report actual expenditures applicable to program units offered by the **operator**. The expenditures for all program units of the **operator** shall be reported on one statement rather than on a statement for each unit.

3. Since a Program Unit Grant is paid in addition to all grants under Part 4 (except special needs for **mild or moderately disabled**), these grants will not be deducted from the expenditures reported in the Program Unit Grant Schedule in the Audited Financial Statement of private **operators** or the Program Unit Grant Claim submitted by **school jurisdictions** at the end of the program year.

4. The following information shall be kept on file by **operators**:
   - An **Individualized Program Plan** for each **child**.
   - Assessment documentation to support each **child's** designation/ identification.
   - Current budget information.

5. Private **operators** should report actual expenditures in the Schedule pertaining to **Early Childhood Service Program** Units of the Audited Financial Statement. Those private **operators** that have only eligible PUG children need not complete this schedule. The report of "Operating Fund-Expenditures" is all that is necessary to complete.

6. **School jurisdictions** should report actual expenditures on form 87ED 04.08B "ECS Statement of Actual Expenditures" sent to them in June by Grants Administration. The completed form must be returned to Grants Administration by September 22.

PART	4.	EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	01-SEPT-91
SECTION	8.	PROGRAM UNIT GRANTS	

7. Guidelines for determining expenditures to be included in the Statement of Actual Expenditures:

The following general guideline applies to **operators** that have integrated a severely handicapped **child** into the regular E.C.S. classroom:

The Basic Instruction Grant, Part 4, Section 1, is paid on behalf of all **children** in an **Early Childhood Services Program**. This grant supports the day to day operating costs of the program. For example, these operating costs include teacher salaries, rent, utilities, supplies etc. These operating costs should not be included in the Program Unit expenditures because the costs would be incurred whether or not a severely handicapped **child** is in the program. The costs to be included, in general terms, are those costs that are "added" because of the additional service being provided to the severely handicapped **child**. For example, assessment costs, specialized equipment costs, teacher assistant costs may be included as expenditures for the program unit. Ordinarily teacher salary cost should not be included as part of the Program Unit cost because the Basic Instruction Grant is provided to support this cost.

The following general guideline applies to **operators** offering a severely handicapped program only:

Programs that operate solely for the severely handicapped may include all program costs, except capital building costs and other fixed costs that would be incurred if the program did not operate. Also, because the Basic Instruction Grant is paid on behalf of a severely handicapped **child** this grant revenue should be considered in determining the Program Unit grant expected, e.g. program unit cost minus the Basic Instruction grant. The same consideration should be given to transportation costs and transportation grants paid under Part 4, Section 11 of this Manual.

(a) Instruction

(1) Salaries, wages and employer's portion of fringe benefits expenditures applicable to teacher assistants directly involved in teaching, planning, implementing and evaluating the program for the **child(ren)** in the unit.

(2) Services Purchased

(i) Speech therapy, occupational therapy, physiotherapy, mobility training, psychology and other services, and assessment costs for a part of or the whole program and are not provided free by public service agencies.

(ii) Rental of personalized equipment and specialized furniture which is not available free or subsidized by another source such as Alberta Aids for Daily Living or the Response Centre.

(3) Supplies and materials - instructional supplies and materials which are particular to the **child's** program.

(b) Parent Program-Inservice - amounts paid for parents who attended in-province workshops, seminars, inservice and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of parent(s)/guardian(s) to assist in the **child's** development.

(c) Teacher Inservice - amounts paid for teachers and teacher assistants who attended in-province workshops, inservice, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance.

(d) Administration - administrative expenditures of up to 5% of the operating expenditures exclusive of administration costs of the program unit. These expenditures should include that portion of the coordinator's salary directly applicable to the program unit and not normally part of a coordinator's ongoing role.

(e) Operation and Maintenance

(1) Salaries, wages and employer's portion of fringe benefits for employees who maintain capital equipment which is owned by the operator and used in the delivery of the **child's** specialized program.

(2) Services Purchased

(i) Utilities and rent costs where costs are incurred directly as a result of adding severely handicapped **children** to the program.

(ii) Contracted maintenance of capital equipment owned by the operation and used in the delivery of the **child's** specialized program.

(3) Supplies and materials used directly for the maintenance of the **child's** specialized capital equipment.

(f) Net Transportation Costs - calculated by subtracting the Transportation Grant (Part 4, Section 11) from the total transportation costs for program unit **children**. In determining total transportation costs, GST should not be included, however, the following **operators** may include the following:

(1) transporting a **child** from the regular program site to another site for a special activity which occurs within the **child's** scheduled program;

(2) field trips which are directly related to the **child's** individualized program plan;

(3) salaries, wages and employer's portion of fringe benefits for an attendant required to accompany a **child** while being transported, or for salaried bus drivers;

(4) services purchased - amounts paid to contractors, parents, or **school jurisdictions** for the transportation of **children**;

(5) supplies and materials - fuel, oil, and other costs associated with the operation of a **school bus**, if the bus is owned by an **operator**.

NOTE: Only actual transportation costs will be paid for P.U.G. If the cost of providing transportation is less than the grant paid for transportation, the excess amount will be recovered by Grants Administration.

(g) Contribution to Capital Fund - funds for the purchase of specialized furniture and equipment for one individual which is not available free or subsidized by another source. Expenditures should not exceed 10% of the program unit grant ceiling. Where a **child** no longer has use for a specialized piece of furniture or equipment, the furniture or equipment remains the property of the **operator**, not of the **child** or parents of the **child**. If a **child** changes schools in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**. Renovations to a building or the purchase of furnishings and equipment to be used for the benefit of all **children** in the **instructional area** are not eligible for support under this section. If it is necessary that expenditures under this item exceed 10% of the program unit grant ceiling, contact the Regional Office of Education for approval prior to committing the expenditure.

DATE

PART	4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	01-SEPT-91
SECTION	8. PROGRAM UNIT GRANTS	

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT GRANT

1. Descriptions of Handicapping/Disabling conditions

   (a) Deafness

      (1) Congenital conductive and/or sensori-neural hearing loss resulting in "clinical" deafness.

      (2) Absence of speech and severe communication problems preclude hearing as a learning mode.

      (3) Characteristics of severe emotional disturbance arising from frustration and isolation.

      (4) Presence of autistic-like behaviors.

   (b) Blindness

      (1) Visual impairment results in "legal" blindness which optical aids will not correct sufficiently to provide any useful vision.

      (2) Characteristics of severe emotional disturbance arising from frustration and isolation.

      (3) Presence of tactile defensiveness.

   (c) Physical Disability
   Normal body movement and function impeded or prevented by physical and/or medical disorders such as:

      (1) genetic absence of limbs;

      (2) para/quadriplegia;

      (3) generalized hypotonia;

      (4) spina bifida which results in severe physical limitation;

      (5) incontinence;

(6) progressive debilitating disease such as arthritis or cancer;

(7) trauma as a result of extreme injury such as third degree burns or car accident;

(8) uncontrolled or poorly controlled grand mal seizures;

(9) medical fragility.

(d) Multiple Disabilities

(1) Effects of multiple disabilities result in a functioning level as low or lower than that which is associated with a severe primary disability such as blindness, deafness or severe spastic quadriplegia.

(2) The combined effect of two or more disabling conditions resulting in a high level of dependency.

(e) Dependent Handicap

(1) Extreme difficulty in dealing intelligently with any aspect of the environment.

(2) Inability to initiate meaningful play.

(f) Severe Expressive and/or Receptive Language Delay

(1) Little, if any, expressive or receptive communication skills.

(2) Autistic characteristics, extreme hyperactivity, perseveration, echolalia and/or aphasic behaviors.

(g) Severe Behavioural Disorder

(1) Bizarre behaviours including self-stimulation, self-inflicted injury, hallucination and/or destructiveness, high levels of distractibility and/or destructive behaviour.

(2) Presence of autistic-like behaviours, perseveration, echolalia and /or asphasic behaviours.

2. Assessment Data to be Kept on File by the ECS Program **Operator**

(a) Deafness

Audiological assessment reveals decibel loss of 70+ in the better ear.

(b) Blindness

(1) Opthalmological assessment reveals visual acuity of 20/200 (6/60 metric) or less in the better eye with best correction.

OR

(2) Visual acuity which is greater if the widest diameter of field of vision subtends an angle of 20 degrees or less.

(c) Other

(1) Where psychometric testing is undertaken, the estimated IQ will be less than 30.

(2) Psychiatric, neurolinguistic and/or speech pathological assessment reveals the etiology of the communication disorder and recommends remediation.

(3) Psychiatric, psychological and/or neurological reports should isolate causal factors in severe behaviour disorders for which programming recommendations can be made and carried out.

(4) Medical assessments and treatment/coping recommendations from involved therapists (physio, occupational, rehabilitation, etc.) will be required for physical/medical problems.

3. **Individualized Program Plan** (IPP)

   (a) An "**individualized program plan**" (IPP) means a special document designed to meet the identified education needs of a mildly, moderately or severely handicapped **child**. The IPP is a mandatory requirement which includes such items as:

      (i) screening/assessment summaries,

      (ii) long-term goals,

      (iii) specific intervention strategies, and

      (iv) evaluation procedures.

4. Involvement of Parent(s)/Guardian(s)

   (a) Parent(s)/guardian(s) are involved in and/or fully aware of all placement decisions, program planning, program implementation and outcome evaluation.

   (b) Provision is made and financed for parent habilitation (activities which assist parents in the management of the **child's** special needs), inservice, information requirements and case management in the home.

5. Program Facilitation

   (a) Staffing is particularized to the case.

   (b) Staff have the appropriate formal training and inservice training to deal with the case.

   (c) Appropriate services are acquired or developed in accordance with each **child's** needs.

   (d) Services and personnel are coordinated so that the greatest effect on **children's** development can be accomplished for the least cost.

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EARLY CHILDHOOD SERVICES
1992 - 93 PROGRAM UNIT GRANT

☐ REVISED

Refer to Part 4, Section 8 of the School Grants Manual to reaffirm eligibility and to assist in a review of the individualized program plan(s) for the child(ren) included in this application. Submit one copy of this application for each school/centre to Grants Administration.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ **Postal Code:** _____

Contact Person: _____ **Telephone No:** _____

Number of PUG children: ☐ **Budget Amount:** $ ☐

Have any of these PUG children been with a previous operator: ☐ YES ☐ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Regional Office.
- Final payments will be based on the lesser of the approved budget amount, grant ceiling or actual expenditures.
- To revise your budget, please send an amended application to Grants Administration.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child(ren) in this application and long term plans for the child(ren) have been discussed with the receiving school board(s) according to the following criteria:

- The parent(s)/guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s)/guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 4, Section 8 of the School Grants Manual.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s)/guardian(s) as required.
- Direct services (such as speech therapy) will be provided to each child and/or parent(s)/guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s)/guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

_____ _____
School Jurisdiction Superintendent or Presiding Officer of Society/Private School — Date

I certify that to the best of my information and belief, the number of children used for the determination of the grant payable by Alberta Education is correct.

_____ _____
Secretary-Treasurer — Date

FOR DEPARTMENT USE :

REGIONAL OFFICE: _____ **Date Approved:** _____

APPROVED BY: _____ **Amount Approved:** $ _____
(Regional Office Performance Certifier)

_____
(Regional Office Expenditure Officer)

6-33

87ED 04.08A RETURN TO: GRANTS ADMINISTRATION

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

Name of Child	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	*Assessed Primary Handicap	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number Of Centre Program Hours	Number Of In-Home Visits
FIRST PROGRAM UNIT IN THIS CENTRE														
1.														
2.														
3.														
4.														
5.														
6.														
SECOND PROGRAM UNIT IN THIS CENTRE														
1.														
2.														
3.														
4.														
5.														
6.														
THIRD PROGRAM UNIT IN THIS CENTRE														
1.														
2.														
3.														
4.														
5.														
6.														
FOURTH PROGRAM UNIT IN THIS CENTRE														
1.														
2.														
3.														
4.														
5.														
6.														

* In this column, please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

*Assessed primary handicap should be referred to by the appropriate letter and number as listed on Page 2.

Guidelines for determining expenditures are found in the School Grants Manual, Part 4, Section 8.

EXPENDITURES Working and file copy for PUG Budget — **RETURN TO: GRANTS ADMINISTRATION**

PLEASE SUBMIT SEPARATE BUDGET FOR EACH UNIT

	EXPENDITURES
INSTRUCTION	
Salaries and Wages	$
Employer's Portion of Fringe Benefits	
Services Purchased	
Supplies and Materials	
PARENT INSERVICE	
STAFF INSERVICE	
OPERATION AND MAINTENANCE	
Salaries and Wages	
Employer's Portion of Fringe Benefits	
Services Purchased	
Supplies and Materials	
TRANSPORTATION	
Costs:	
1. Transportation: to and from school	
2. In-Home Programs	
3. Other: - Field Trips	
- In-Program Transportation	
Total Estimated Costs (A)	
Estimated Grants:	
1. Transportation: to and from school	
2. In-Home Programs	
Total Estimated Grants (B)	
NET Transportation Costs: (A) - (B) =	
SUBTOTAL	$
ADMINISTRATION (Lesser of Actual Cost or 5% of Subtotal Above)	
CONTRIBUTION TO CAPITAL FUND	
Furniture and Equipment -	
Specify: _____	
TOTAL	$

Lesser of Actual Cost or 10% of Grant Ceiling - Refer to the School Grants Manual - Grants Rates. If it is necessary that expenditures exceed 10% of the grant ceiling - please contact the Regional Office for prior approval to committing the expenditure.

6-37

87ED04.08B — **RETURN TO: GRANTS ADMINISTRATION**

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SUMMARY OF ACTUAL EXPENDITURES FOR PUG EARLY CHILDHOOD SERVICES FOR THE 1991 - 92 PROGRAM YEAR

NAME OF SCHOOL JURISDICTION: _____

Complete only one summary of actual expenses for all Program Units that you operate. Guidelines for determining expenditures are found in the School Grants Manual, Part 4, Section 8, Pages 4, 5, 6 and 7.

The Basic Instruction Grant and the Disadvantaged Area Grant WILL NOT be deducted from the expenditures reported.

GRANT CALCULATION:

i)	Actual Expenditures	$ _____	iv)	Lesser of i), ii) or iii)	$ _____
ii)	Budget Amount (Note)	$ _____	v)	Less Advances Received	$ _____
iii)	Grant Ceiling	$ _____	vi)	Amount Due (Overpaid)	$ _____

NOTE: The budget amount approved during the 1991 - 92 program year will not be altered.

CERTIFICATION BY SECRETARY-TREASURER:

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

_____ _____
(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE ONLY:

Amount Approved $ _____

APPROVED BY: _____ _____
(Regional Office Performance Certifier) (Date)

_____ _____
(Regional Office Expenditure Officer) (Date)

74

87ED04.08B RETURN TO: GRANTS ADMINISTRATION

NUMBER OF SALARIED PERSONNEL

	Teachers(s) *FTE	Instructional Assistant(s) *FTE	Total
Instructional Staff			

	Administration (Coordinator, Treasurer or Bookkeeper, Clerical)	Operations and Maintenance (Caretaker(s))	Transportation (Bus Driver(s))	Total
Other Staff				

* FTE = 800 Hours

Name of School / Centre	Identify Each Program Unit(s) Separately Within A School / Centre	Number Of Children In Each Unit	Grant Ceiling
		TOTAL	

GRANT CEILING

NUMBER OF CHILDREN ENROLLED IN PROGRAM UNIT	1991 - 92 PROGRAM UNIT RATES
1	$ 22,431
2	$ 26,917
3	$ 31,404
4	$ 35,895
5	$ 40,367
6	$ 44,814
7 or more	$ 44,814 / $7,469

SCHEDULE 1
DETAILS OF TRANSPORTATION EXPENDITURES

	AMOUNT
1. **Regular and Special Needs**	
(a) Regular -to-and-from- school and in-home _____	
(b) Special Needs to-and-from school and in-home _____	
(c) Field Trips _____	
*2. **Program Unit**	
(a) To-and-from school and in-home _____	
(b) In-program, field trips and other _____	
**TOTAL	

* To agree with Schedule 2 below.
** To agree with the Exhibit 2, page 5 - Transportation Total

SCHEDULE 2
DETAILS OF PROGRAM UNIT
(SEVERELY DISABLED) EXPENDITURES

	AMOUNT
INSTRUCTION	
Salaries and Wages	
Employer's Portion of Fringe Benefits	
Services Purchased	
Supplies and Materials	
PARENT RESOURCES	
TEACHER INSERVICE	
OPERATION AND MAINTENANCE	
Salaries and Wages	
Employer's Portion of Fringe Benefits	
Services Purchased	
Supplies and Materials	
TRANSPORTATION OF CHILDREN (costs in excess of transportation grants)	
*Total Program Unit Transportation Costs _____	
Less: Program Unit Transportation Grants _____	
SUBTOTAL	
ADMINISTRATION (lesser of actual cost or 5% of subtotal)	
CONTRIBUTION TO CAPITAL FUND	
(lesser of actual cost or 10% of grant ceiling)	
Furniture and Equipment (Specify)	
_____	
TOTAL	

Notes:
1. See the School Grants Manual, Part 4, Section 8, for guidelines for completing Schedule 2.
2. All program unit expenditures must be included in Exhibit 2, page 5 – total expenditures. The majority of transportation expenditures will probably be shown in the "Services Purchased" category in Exhibit 2, page 5.

* To agree with Schedule 1 above.

'76

DATE

PART	4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	01-SEPT-91
SECTION	11. TRANSPORTATION	

PURPOSE

To provide funding to **operators** for **children** who require transportation to attend ECS programs and visits made by a teacher, **child** development specialist or a teacher assistant to the home of the child for an **in-home program**.

ELIGIBILITY

1. Approved **operators** transporting a **child** to and from an ECS program and/or for transporting a teacher, a **child** development specialist, or a teacher assistant to the home of a child enrolled in an **in-home program**.
2. **Operators** of **DND districts** are not eligible for grants under this section.
3. Transportation costs incurred for field trips or other activities are not eligible to be claimed.
4. A **child** older than 5 1/2 years of age on September 1 is eligible under this section only when that **child** has been assessed as **developmentally immature** and is not claimed by a **school jurisdiction** under the School Foundation Program Fund.

CONSIDERATIONS

A grant may be paid to an **operator** for one round trip each day to an ECS **centre**

(a) by the **operator** of a vehicle registered as a **school bus**, which meets the regulations of the Motor Transport Act, or
(b) by the child's **parent** who is under contract with the **operator**, and

where the **operator** has implemented a policy specifying a reasonable walk distance for a **child** who is not disabled. The walk distance is at the discretion of the ECS **operator**, however, for Grades 1 to 12 a transportation grant is paid only for those students residing at least 2.4 kilometres from **school**.

Where a **child** is transported one-way the grant paid will be one half of the maximum amount payable under this section.

No grant will be paid for a **child** who walks to **school** or who is transported by an individual who does not have a contract with the **operator**.

PART 4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS

SECTION 11. TRANSPORTATION

A grant may be paid for the following:

1. Rural Regular Transportation

   For a **child** living outside the boundaries of the following cities and requiring transportation to an ECS **centre**:

Airdrie	Edmonton	Leduc	Red Deer
Calgary	Fort McMurray	Lethbridge	Spruce Grove
Camrose	Fort Saskatchewan	Lloyminster	St. Albert
Drumheller	Grande Prairie	Medicine Hat	Wetaskiwin

2. Urban Regular Transportation

   For a **child** residing within the boundaries of a city listed in point 1 and requiring transportation which has been approved by the Grants Administration. Annual approval must be obtained before applying for the grant, which may be given when

   (a) a **child** is being transported to a bilingual/immersion language program, a church-oriented, or alternative program, or

   (b) the area in which the **child** resides does not have an approved facility within a reasonable walking distance, or

   (c) there are too few **children** residing in an area to make an ECS program economically feasible.

   The requests for transportation approval should state:

   i) which of the above reason(s) applies,
   ii) the number of **children** to be transported,
   iii) the area in which the **children** reside,
   iv) the name of the ECS **Centre** to which the **children** will be transported.

PART	4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	DATE 01-SEPT-91
SECTION	11. TRANSPORTATION	

3. Special Disabled Transportation

R For the purpose of this section, special transportation means transportation established or provided for the **program unit child** or a **mild or moderately disabled child** when the **child** cannot because of the severity of his disability, ride the transportation provided under points 1 and 2. Program or school location shall not be considered when determining eligibility for this grant.

NOTE: This does not include a **disabled funded student** who is eligible to enter Grade 1 and is at least 5 years 6 months on September 1. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the School Foundation Program Fund.

4. In-Home Transportation

For transportation costs for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

In-home transportation grants will not be paid for more than the following number of visits to any one home during a program period:

(a) 36 visits in the case of a program under Part 4, Section 8, or

(b) 18 visits in the case of any other program.

		DATE
PART	4. EARLY CHILDHOOD SERVICES GRANTS: SCHOOL JURISDICTIONS AND ECS PRIVATE OPERATORS	01-SEPT-91
SECTION	11. TRANSPORTATION	

REQUIREMENTS

1. Claim for an advance payment is made on the basis of form 87ED 04.11A "Early Childhood Services Transportation Advance" which is sent to **operators** by Grants Administration in August.

2. **Operators** should return the completed form to Grants Administration indicating the estimated number of **child**-transportation days (number of **children** transported x the number of program **operating days** for the year) and the scheduled number of in-home visits a teacher will make for the program year. The number of **children** used in estimating the **child**-transportation days should be that number of **children** being transported as of September 30.

3. The submission date for form 87ED 04.11A is October 22.

4. At the end of the program year the **operator** shall complete and return to Grants Administration form 87ED 04.11 "Early Childhood Services Transportation Grant, Report of Actual Transportation Days and In-Home Visits", which is sent to **operators** in April.

5. The submission time for form 87ED 04.11 is three weeks after the last day of program operation in the program year.

   Operators should retain details of

   - names of **children** transported
   - number of days each individual **child** is transported
   - number of in-home visits
   - actual costs of transportation.

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EDUCATION

EARLY CHILDHOOD SERVICES
REPORT OF ACTUAL TRANSPORTATION DAYS AND IN-HOME VISITS
(Complete one form at the END of the program year)

FOR THE PROGRAM YEAR - September 1, 1991 to August 31, 1992

REGULAR TRANSPORTATION

(1) Name of School/Centre	(2) Days of Operation - Please Circle	(3) Max. No. of Children Transp. On Any One Day	(4) Total Actual Number of Days Transported (a) One-Way	(4) (b) Return	(5) Rate (a) One-Way $1.225 X Col. 4 (a)	(5) (b) Return $2.45 X Col. 4 (b)	(6) Period Entitlement (Col 5 (a) + Col 5 (b))
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
						Total Regular Transportation Grant	$
						Less Advance Payment	
						Amount Payable/Overpaid	$

SPECIAL TRANSPORTATION

(1) a) Disabled Children Name of School/Centre	(2) Days of Operation - Please Circle	(3) Max. No. of Children Transp. On Any One Day	(4) Total Actual Number of Days Transported (a) One-Way	(4) (b) Return	(5) Rate (a) One-Way $4.65 X Col. 4 (a)	(5) (b) Return $9.30 X Col. 4 (b)	(6) Period Entitlement (Col 5 (a) + Col 5 (b))
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
	Mon Tues Wed Thurs Fri				$	$	$
						Total Disabled Transportation Grant	$
						Less Advance Payment	
						Amount Payable/Overpaid	$

(1) b) In-Home Visits (Refer to the definition of "In-Home Program" in the Glossary of Terms, School Grants Manual) Name of School/Centre	(2) Max. No. of Children Receiving In-Home Visits	(3) Total Actual Number of In-Home Visits Completed	(4) Rate $9.30 X Col. 3	(5) Period Entitlement Col. 4
			$	$
			$	$
			$	$
			Total In-Home Transportation Grant	$
			Less Advance Payment	
			Amount Payable/Overpaid	$

CERTIFICATION:

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the actual number of transportation days is accurate.

Secretary-Treasurer _____ Date _____

Name of School Jurisdiction, Society or Private School _____

87ED04.11 **RETURN TO: GRANTS ADMINISTRATION UNIT**

INSTRUCTIONS FOR COMPLETING FORM 87ED 04.11

This grant may be claimed for transporting a child to and from the ECS program centre once a day.

Refer to the 1991-92 School Grants Manual, Part 4, Section 11.

Child transportation days should be split by those children transported one-way and those children requiring return transportation. One child transportation day is defined as 1 child being transported 1 day either return or one way. So, for example, 10 children transported 1 day = 10 child transportation days. If 9 children are transported the next day, and 11 children the following day, the total child transportation days becomes 10 + 9 + 11 = 30.

Alberta
EDUCATION

EARLY CHILDHOOD SERVICES TRANSPORTATION ADVANCE
1991-92 PROGRAM YEAR

INSTRUCTIONS:

1. Complete this form using:

   a) the number of children being transported at September 30, 1991
   b) the maximum number of days all children requiring transportation are to be transported for the year.
   (See reverse side for an example of a completed form).

2. Submit the completed form to Grants Administration, Alberta Education by October 22, 1991.

3. An advance payment will be determined for the period September, 1991 to March, 1992.

I. **DATE PROGRAM BEGINS** _____ **DATE PROGRAM ENDS** _____

II. **REGULAR TRANSPORTATION**

Name of School/Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS				

III. **SPECIAL TRANSPORTATION**
a) **Disabled Transportation**

Name of School/Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS				

b) **In-Home Visits**
(Refer to the definition of "In-Home Program" in the Glossary of Terms, School Grants Manual)

Name of School/Centre	No. of Children Receiving In-Home Visits At September 30, 1991	Maximum No. of In-Home Visits For Program Year
TOTALS		

CERTIFICATION:

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the actual number of transportation days is accurate.

_____ _____
Secretary-Treasurer **Date**

_____
Name of School Jurisdiction, Society or Private School

87ED04.11A **RETURN TO: GRANTS ADMINISTRATION**

83

EXAMPLE:

Program Year - September 4 1991 to June 17, 1992

Days of Operation - Monday and Wednesday

Include only days transportation will be provided

September	- 8		February	- 7	(Family Day)
October	- 8	(Thanksgiving Day)	March	- 7	(Spring Break)
November	- 7	(Remembrance Day)	April	- 8	(Good Friday/Easter Monday)
December	- 6	(Christmas)	May	- 7	(Victoria Day)
January	- 8		June	- 6	
				72	Days Maximum

Number of Children Being Transported September 30, 1991

Regular 4 (Return) 2 (One-way)

Disabled 2 (Return)

Number of In-Home Visits Scheduled 18 2 children receiving visits

Maximum Number of Transported days for

Regular 4 X 72 = 288 (Return) 2 X 72 = 144 (One-way)

Disabled 2 X 72 = 144 (Return)

I. **PROGRAM BEGIN DATE** Sept. 4, 1991 **PROGRAM END DATE** June 17, 1992

II. **REGULAR TRANSPORTATION**

Name of Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
Pleasantview Comm. Hall	(MON) TUES (WED) THURS FRI	2	4	144	288

III. **SPECIAL TRANSPORTATION**

a) **Disabled Transportation**

Name of Centre	Circle Days of Program Operation	No. of Children Transported At September 30, 1991		Maximum No. Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
Pleasantview Comm. Hall	(MON) TUES (WED) THURS FRI		2		144

b) In-Home Visits

Name of Centre	No. of Children Receiving In-Home Visits At September 30, 1991	Maximum No. of In-Home Visits For Program Year
Pleasantview Comm. Hall	2	36

Alberta
EDUCATION

EARLY CHILDHOOD SERVICES PROGRAM
REPORT ON ENROLMENT AND PROGRAM INFORMATION
AS OF SEPTEMBER 30, 1991

FOR DEPARTMENT USE ONLY

5 - - 8	9 13	14 15 16 17
		2 9 1
School Code	School Abbreviation	Enrolment Type

PLEASE COMPLETE ONE FORM FOR EACH TYPE OF ENROLMENT FOR EACH SCHOOL/CENTRE IN OPERATION.

Name of School Jurisdiction/ECS Operator: _____

TYPE OF ENROLMENT: (check only one)

All Others 1 ☐ Treaty Indian 3 ☐ Non-Resident 4 ☐

Name of School/Centre: _____

No. of ECS Classrooms: ☐

Total No. of Instructional Hours Per Child Per Year: ☐

Total No. of In-Home Visits Per Child Per Year: ☐

LANGUAGE PROGRAM OTHER THAN ENGLISH OR FRENCH

Name of Language: _____

No. of Children Served: ☐

Total No. of Hours Per Child Per Year in Language Program: ☐

Please circle Days of Operation: MON TUES WED THURS FRI

Program Commencement Date: _____ Termination Date: _____

Grade 1 entrance age in your School Jurisdiction: _____ Yrs. _____ Mos. As of (date): _____

CHILDREN COUNTED ON SEPTEMBER 30, 1991 IN THE ABOVE SCHOOL/CENTRE.

NOTE: THE COUNT OF CHILDREN SHALL NOT INCLUDE ANY CHILD COUNTED BY ANOTHER OPERATOR FOR GRANT PURPOSES IN THIS PROGRAM YEAR.

AGE ON SEPTEMBER 1, 1991 MALES BY AGE	18	SPECIAL NEEDS MILD MODERATE		SPECIAL NEEDS SEVERE PUG		OTHERS		TOTAL	
2 yrs 6 mos but less than 3 yrs 6 mos	102	05		07		09		15	
3 yrs 6 mos but less than 4 yrs 6 mos	103	05		07		09		15	
4 yrs 6 mos but less than 5 yrs 6 mos	104	05		07		09		15	
*5 yrs 6 mos but less than 6 yrs	105	05		07		09		15	
*6 yrs but less than 7 yrs	106	05		07		09		15	
TOTAL MALES	130	05		07		09		15	
FEMALES BY AGE	18								
2 yrs 6 mos but less than 3 yrs 6 mos	202	05		07		09		15	
3 yrs 6 mos but less than 4 yrs 6 mos	203	05		07		09		15	
4 yrs 6 mos but less than 5 yrs 6 mos	204	05		07		09		15	
*5 yrs 6 mos but less than 6 yrs	205	05		07		09		15	
*6 yrs but less than 7 yrs	206	05		07		09		15	
TOTAL FEMALES	230	05		07		09		15	
TOTAL MALES AND FEMALES									

*NOTE: Refer to Note 4(b) and 6 on reverse page for funding arrangements of these children.

CERTIFICATION:

I certify that to the best of my information and belief, the number of children reported on this form is correct and that the programs identified in this report are being offered in accordance with Alberta Education Program requirements.

Signatures: Secretary-Treasurer/Superintendent _____ Teacher or Principal _____ Date _____

87ED 05.01B RETURN TO Grants Administration

6-53

1. **NAME OF SCHOOL/CENTRE:**

This would be the given name of the school or centre in which ECS class(es) are being operated (eg: John Doe Elementary School or Edmonton Community Hall, etc.)

2. **TYPE OF ENROLMENT:**

For each school or centre, complete one form for each of the following:

(a) **NON-RESIDENT CHILDREN:** For the purpose of this report, is defined as a child

(i) From a foreign country:
- who is attending school in Canada under a student authorization issued by the Government of Canada; and
- whose parent resides in a foreign country, and is not a Canadian Citizen.

(ii) From another province:
- who travels into Alberta on a daily basis to attend school in Alberta; or
- who attends school in Alberta, but whose parent or legal guardian resides in another province.

(b) **TREATY INDIAN:** For the purpose of this report "Treaty Indian" is defined as a child enrolled in the school of a jurisdiction or a private school for whom the jurisdiction or private school receives payment of a tuition fee from the Government of Canada. Usually these children reside on an Indian reserve.

(c) All other children.

3. **CHILD'S AGE:**

Age of each child must be determined as of September 1 (not September 30) in the school year in which he/she is counted.

4. **CHILDREN ELIGIBLE FOR FUNDING:**

Children whose age on September 1, 1991 is:

(a) (i) in the case of a severely disabled child eligible for the Program Unit Grant, or a hearing impaired child, three years less than the minimum age for school entrance set by the school jurisdiction of the district, division or county in which his parents reside, or

(ii) in the case of a mildly or moderately disabled child, two years less than the minimum age for school entrance set by the school jurisdiction of the district, division or county in which his parents reside, or

(iii) in the case of a regular program child, one year less than the minimum age for school entrance set by the school jurisdiction of the district, division or county in which his parents reside, or

(b) Enrolment of Developmentally Immature Children: a child who is school age on September 1 of the program year and who:

(i) although eligible to proceed to Grade 1, remains in a regular ECS program for a second year because the parent or guardian, in consultation with ECS staff and a school jurisdiction, decides that such a placement is in the best interests of the child, or

(ii) although eligible to have been enrolled in a regular ECS program during a previous program period, was not enrolled because the parent or guardian chose to delay enrolment by either one or two years.

A child whose enrolment in Grade 1 has been delayed in accordance with (i) and who requires a second year in the ECS program, may be enrolled in an ECS program upon agreement among a parent or guardian, ECS staff and the school jurisdiction in which the parent or guardian resides. That child will be eligible for ECS grants.

Where a child who is eligible to proceed to Grade 1 has been assessed as developmentally immature, and whose program plan involves both ECS and Grade 1 instruction, that individual may be counted either as a child under Part 4 of the School Grants Manual or as a funded student under Part 1 of the manual, but not as both.

5. It is the responsibility of the operator to obtain the local school jurisdiction Grade 1 entrance policy in order to establish which children are eligible for funding ECS programs.

6. **ENROLMENT OF DISABLED CHILD:**

Disabled children who are eligible to enter Grade 1 according to school jurisdiction policy and in accordance with Part 1, Section 1 of the School Grants Manual shall be claimed as eligible students under SFPF, and <u>not</u> as ECS children even though such children are attending a full or half-day program, including ECS.